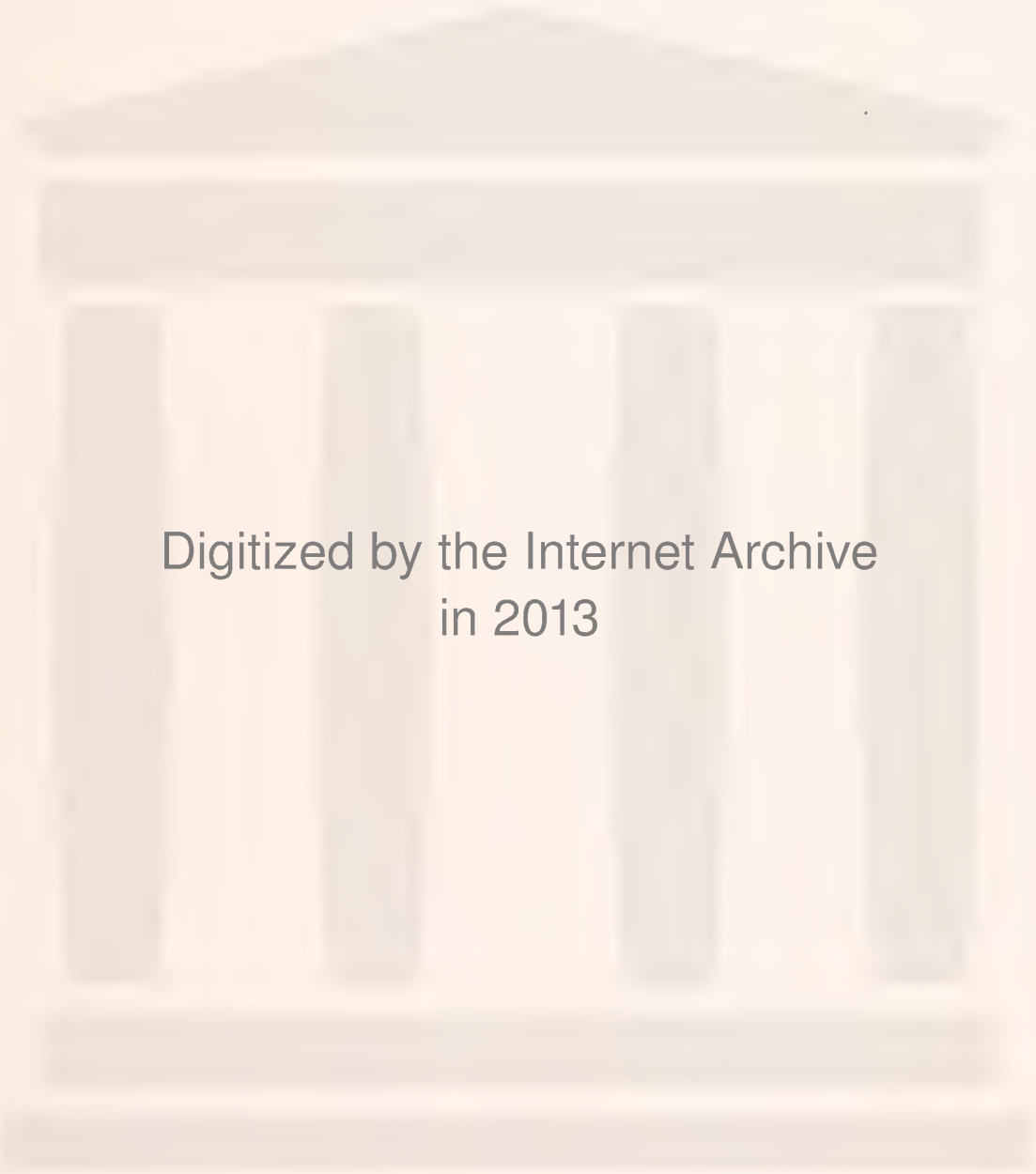
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Alumni Life Forum



MONTCLAIR STATE COLLEGE

SPRING 1962

A Tremulous First Step

In evaluating the Alumni Life newspaper, members of the Alumni Executive Committee expressed a desire to see published a magazine of a more serious import. The newspaper is an excellent vehicle to disseminate news, personals, and announcements. However, there was strong feeling that a professional college with the stature of Montclair State should have a platform from which to speak on the controversial problems of education.

Since 1908, this college has turned out highly competent and respected professional educators. Surely, a college that has garnered such respect and honors in teaching must have something constructive to add to the nation-wide debate on the direction and goals of education.

There is, indeed, a restlessness, a dissatisfaction, and an impatience with the current state of education. The crisis has been with us for many years, but the problems are not lessening in their intensity, but are deepening. Every Board of Education member, administrator, and teacher is aware of the strain and stress. In the profession, there is frustration, apathy, and a groping for answers.

We do not pretend to have the answers, but the alumni do have years of experience, and the College has been more right than wrong in its philosophy of education. Therefore, the Alumni and the College feel that through this literary college forum that some wisdom and notable insights will be introduced into the maelstrom of controversy and recriminations.

The editors invite the Alumni to submit articles to this magazine based upon the practice of classroom experience.

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Construction of Grace Freeman Hall started this year

THE DIRECTION OF GROWTH

By

DR. E. DeALTON PARTRIDGE, President
Montclair State College

Watching colleges and universities these days, one is reminded of Stephen Leacock's character, who mounted his steed and drove off in all directions at once.

Caught in the hysteria of expanding college age population, most colleges are frantically seeking funds to expand the physical plant to partially accommodate the rush of feet that can now be heard pounding toward the college doors.

As yet the bulge in high school population in New Jersey has not reached college age—but come 1965, the press will be on. And, according to our experience to date, it will be a real press.

For the incoming freshman class at Montclair State College next fall there were more than 2600 applications for 625 places. Many of these were candidates who applied at more than one college and hence were not, in a sense, separate and solid applicants. However, each year for the past several years the quality of the applicants as measured by entrance tests and high school records has been improved.

When the real rush is on and college expansion has progressed, there will be strong competition for competent faculty members. This competition is already evident in some fields. Faculty members will become more and more careful and critical in selecting positions from the opportunities available This means that the college which has the most to offer in professional opportunity will be the one that attracts and holds outstanding faculty.

New Jersey now has an excellent salary scale for state college faculty. This will help greatly in faculty recruitment. In addition to this, however, the college must maintain a climate which will provide for professional growth, intellectual stimulation and a congenial working relationship. It is one of the major responsibilities of the college administration to create and maintain this kind of climate.

What are the elements that help create a favorable climate? They are varied, but certainly to be included are the following:

1. Student Body. Good faculty members prefer to work with eager, competent and serious minded students Montclair is fortunate in this—traditionally and increasingly, Montclair students have been of high quality.
2. Academic Freedom. Competent faculty require and expect a minimum of administrative interference in the teaching process.
3. Communication. Good personal relationships in a college require ease of communication between faculty, administration, and students.
4. Fringe benefits in the form of pensions, sick leave, medical care, faculty grants and the like, have pulling power.
5. The college community Faculty members like to have a stimulating, pleasant community with good schools for their children

This is not an exhaustive list, but against these criteria Montclair stands up fairly well Because of financial support from private sources, Montclair State College is able to offer some special and unusual benefits. These special perquisites will count heavily in the quality of staff in the future

Montclair is now in the big league To maintain a good batting average in this league will require increasing support from the Alumni and other groups.





READING EXPLOSION HITS N. J. SCHOOLS

MSC Offers Expanded Program to Meet Acute Shortage of Teachers and Remedial Services

By

DR. LEONARD J. BUCHNER

Associate Professor of Psychology
Director, The Montclair Reading Laboratory
Montclair State College

One of the most acute shortages in New Jersey today is that of Reading Teachers to fill the clinic, classroom, and consultative openings which are coming in from all over the State. The Placement Bureau at Montclair State College has over 50 unfilled requests each year for Reading Teachers. Professional journals carry more and more "advertisements" for qualified Reading Teachers. Many of the most important national research studies on mental health of school children, drop-out problems, and competition for college placement have only increased the intensity of the shortage by including in their findings a positive need for more reading improvement services. The public media have added their voice to the concern over what Ivan can read that Johnny can't, to the extent that hardly a day goes by without some popular press or magazine raising the issue of the adequacy of our entire developmental sequence of reading instruction.

This prime educational problem in New Jersey has been reflected in the history of teacher-training courses at Montclair. In the early 1950's, the College offered an occasional class in reading on the graduate level. There was no planned program, and no surety that the courses would be systematically catalogued. In 1957, we began to offer one course (two points) regularly every term. In 1958, we offered three courses (six points). In 1960, we offered six courses (twelve points). In 1961, we offered eight courses (sixteen points). In that year, we also offered the first new undergraduate course in reading. Beginning in the Fall of 1962, we will carry ten courses (twenty points) in the graduate school and three courses (nine points) in the undergraduate school. We will be employing six professors!

It seems that the more reading courses we offer, the more teachers there are to take them. No reading course has ever been withdrawn since 1957 because of limited registration, and this term, the Spring of 1962, a registration of sixty teachers forced us to split one class and employ an extra specialist. Up to this time, we have been preparing teachers to apply for a Certificate Endorsement in Reading, Grades 7-12, in accordance with existing State Department regulations. Now there is a strong move to create a Master's Degree in Reading to develop the leadership the State needs to direct and coordinate the local programs which are mushrooming in so many school districts.

Montclair, however, offers to the teachers and children of New Jersey more than just courses. We maintain a multi-phase program that, in 1961-62, will directly affect over 350 teachers taking formal course work, over 200 children taking remedial instruction in our clinic services, over 150 teachers in off-campus reading workshops, children in a County hospital facility where we are consultants,

children in an optometric clinic where we coordinate perceptual training with reading readiness, and uncounted professional and lay observers who visit us for inspiration and information. In addition, MSC takes over 50 of its own college students in a speed and study laboratory and offers do-it-yourself programs to over 50 other college students who improve themselves at home with our materials. The Montclair Reading Laboratory owns several thousand dollars worth of its own instruments and workbooks, including almost every up-to-date tachistoscopic and acceleration device. We presently have a reserve list of about 50 children from nearby communities who have been waiting for six months to get into the remedial services, one school system which is waiting for us to bring our staff to its city for a Saturday morning program, and two other school systems which are on the list for future in-service seminars for their own teachers.

At every step in this program, from meeting with school superintendents to testing cerebral palsy children, graduates and undergraduates in the MSC reading sequence go right along with us. For Montclair is not essentially in the clinic business, but in the business of training teachers. We feel that course work in theory is learning in isolation. Every course we offer involves observation in one of our many laboratory experiences, and most courses require it. We feel there is less than optimum benefit in overviewing the physiological, psychological, and sociological factors in reading, examining curriculum opportunities to involve reading instruction, developing practical methods for promoting study skills, coordinating library and classroom materials, improving reading attitudes, differentiating individual needs, using current testing and diagnostic procedures, writing case studies of reading difficulties — all of these are unreal unless children are involved. Opportunities to work directly with the students, to test them, to set up instructional programs for them, to report to parents, and to confer with the sending agencies are supervised by the reading specialists and psychologists on the staff of the Reading Laboratory. This is meaningful field experience which involves both educational challenge and a deep appreciation of the dignity of human nature.

There is a READING EXPLOSION in New Jersey, and in all America, because we now realize that reading is not taught once-and-for-all at any level. It is a dynamic, changing process which needs to be reviewed, encouraged, expanded, and refined all the time. We need programs in reading development for the slow learner, who is achieving below even his limited capacity, for the bright student, who is reading without the finesse and creativity his capacity promises, and for the special case, who needs clinical help. This is an age of ideas, and printed words are the tools of thinking. Success in any phase of life demands a high ability to communicate. The student who cannot read the word cannot understand the thought.

For schools to deny their communities the very best possible teaching and learning of the reading thinking skills is for them to play ostrich in the face of an explosion. Ostriches need not apply! But for the reality-seekers, Montclair State College stands ready to assist.





REVIVAL OF GYMNASTICS

By DR. RICHARD W. TEWS
Director, Panzer School of
Physical Education and Hygiene
Montclair State College

Back as far as the Athenians of ancient Greece, gymnastics were employed as a means of developing the body to its highest capacity. In gymnastics were included such activities as jumping, boxing, wrestling, running, and throwing the discus and javelin.

Gymnastics came to the United States as part of the German systems of physical education. Physical education was introduced into the schools of America as a health measure around 1890. The Turnverein, a German gymnastic society which had 277 separate clubs in America between 1880 and 1890, was a strong force in encouraging the introduction of physical education and gave strong leadership and support when it came about. It is not difficult to see, then, why gymnastics played an important part in early programs in our country.

Gymnastics, as it is known there, included three essential types of activities. These were gymnastics on the heavy apparatus (horse, buck, balance beam, rings, parallel bars, horizontal bar, and tumbling), gymnastics with light or hand apparatus (wands, Indian clubs, and dumbbells) and free standing gymnastics, (calisthenics).

The early programs tended to be very formal with little opportunity for any social activity among the pupils. It was command and response. Between 1885 and 1900, there began developing in





this country a movement which is identified as the playground movement. The value of games was recognized for the promoting of broader objectives of physical education. Over a period of years, this movement was endorsed and adopted so wholeheartedly that the work in gymnastics was abandoned entirely in many schools and gymnastic apparatus was discarded.

For a time, there were still quite a few vigorous things that many boys and girls did in their normal play activities outside of school. More recently, however, these activities have been eliminated and others of more sedentary nature have replaced them. Confronted with the shocking lack of minimum muscular strength, as evidenced by the comparison of test results of American and European children on the Kraus-Weber test, educators, parents, and government officials began to look about for things to do to help our youth become more fit

Gymnastic activities were "re-discovered" as a means of doing this job. We are delighted to point out that Panzer was one of the few schools which did not discard gymnastics but has felt all along that these activities had much to offer in the development of strength, agility, flexibility, muscular endurance, coordination, poise, grace and courage. We are delighted to see many schools purchasing new equipment now to enable them to include this fine activity in their program. Incidentally, when done well, there is no better activity for community relations and for gaining more support for physical education.



CURRICULUM CHANGES AT MONTCLAIR STATE COLLEGE

By
DR. CLYDE M. HUBER
Dean of the College
Montclair State College

Introduction

There are many elements that contribute to the success and prestige of an institution of higher education. The curriculum of a college is the plan of activity to bring all these forces of faculty, facilities, and philosophy to the achievement of success for the graduates of the college. Only in terms of this standard can the standing of a college be measured.

Montclair has reached a pinnacle of recognition in this respect, first by proving to the educational fraternity that a college, devoted entirely to teacher education, could turn out topflight teachers of academic subjects in high school. Secondly, that it could attract and hold an able student body and an outstanding faculty.

When the original curriculum for the preparation of secondary school teachers of academic subjects was developed in the late 1920's, the basic tenets of philosophy were formulated. These principles have been noted with little change in succeeding years and may be found stated in the latest catalog. However, the specific means by which the objectives of philosophy are attained have undergone considerable change. This is evidence of a dynamic faculty thoroughly in touch with developments in education in the secondary school of New Jersey, scholarship of the faculty in their own fields, and a high place in professional growth of higher education in the nation at large.

General Education

One of these principles has been the belief that "each student must be familiar with social, political, economic, industrial, scientific, religious, literary, and aesthetic phases of life." Also, that this "background should be a body of related knowledge rather than a collection of isolated parts." This was a firm commitment to a program of "general education" which was called "professional background" long before the Harvard report on "General Education in a Free Society." This general education program has been a corner stone of the Montclair curriculum.

For some years, the pattern of general education courses remained somewhat stable at a total of 40 semester hours out of 128 required for graduation. The most significant changes took place following the adoption of the State-wide Curriculum Commission report in 1956 after a three-year study by the College and the Commission.

The new pattern called for 48 semester hours of general or liberal education, distributed as follows: Language Communication, 6 semester hours; Humanities, 12 semester hours; Social Sciences, 12 semester hours; Science and Mathematics, 12 semester hours; and Physical and Mental Health, 6 semester hours.

In this revision, the most significant changes, other than usual evolutionary development of all courses, were in certain areas long felt to be somewhat inadequate. Some of these changes were made possible by the introduction of new majors and new departments. Notable in this respect was the change in the art appreciation course. This was previously a one credit course with little opportunity for real expression in art forms by the students in the course. The revised course is a three semester hour course entitled "Introduction to the Visual Arts." Emphasis is placed on an understanding of the nature of art and expression in various art forms.

Four semesters of physical education activities are required as in the early curriculum; however, credit is now assigned and activities are more diversified with greater emphasis on individual and dual sports.

Music appreciation has been expanded from a one semester hour course to two semester hours required, with greater emphasis on class preparation outside of the listening hour.

The world literature course as previously offered is no longer required except of English majors. In its place there is required a three semester hour course entitled "Western World Literature."

Courses in communication titled "Fundamentals of Speech" and "Fundamentals of Writing" are essentially the same but have been moved to the freshman year. There is also more emphasis on speech laboratory practice and a clinic on reading improvement.

The basic two years work in social studies in the extent of twelve semester hours is still in effect; however, the course organization has changed. There is greater emphasis on world civilization in the freshman year as the course is titled "Development of World Civilization." The sophomore year has been organized as an integrated course in sociology, economics, and political science with the title "Contemporary American Life."

Science and mathematics courses are essentially the same pattern as before with some reorganization of content to bring the coverage up-to-date. In science, either biological or physical science is required, the student being assigned to the one not covered in high school so as to insure a broad knowledge of some of the elementary aspects of the scientific method. Advanced placement is possible either in science or mathematics. Electives in both these areas are offered, and two semester hours of work must be elected. Some of the electives now developed include "Three Centuries of Science Progress," "Consumer Science," "Photography," "Astronomy," "Genetics," and more advanced departmental courses.

Specialization

Another guiding principle has been that each curriculum should make adequate provision for specialization. The major in the academic fields usually consists of a minimum of 30 semester hours. In certain subjects, especially those new areas added as a result of the last building program, including fine arts, home economics, industrial arts, and physical education, as well as music, which was introduced at an earlier date, provision is made for majors of at least 39 semester hours. The complete fulfillment of a minor is not required except as it is incorporated into the major as in the case of physical education, which also provides certification in health education. Out of the 128 hours required for graduation, 53 hours may be allotted to specialization including student teaching. The requirement in student teaching has undergone considerable change, the total requirement having been reduced from 12 weeks full time for 10 semester hours credit to 8 weeks full time for 8 semester hours credit. Four of the special areas, fine arts, home economics, industrial arts, and music, have part of this in the junior year as a four-week practicum, the remaining six weeks being completed in the first semester of the senior year.

The requirement of completion of endorsement for teaching in the elementary school was rescinded by State Board of Education action dated May 14, 1954. Since that time, courses in elementary education and student teaching in the elementary school, except for the special subjects embracing certification in elementary and secondary schools, have been eliminated. The College no longer provides endorsement for general elementary school teaching.

Basic Professional Education

The professional education courses, including psychology, have been completely revised. Instead of five courses, each with two points credit, there are now required five courses each with three points credit for a total of 15 semester hours. The introductory course in "Mental Hygiene and Personal Adjustment" is included in general education.

The sophomore year of psychology has been lengthened from four semester hours to six semester hours in a two semester course titled "Human Growth and Development." The junior year introduces the student to "The Teacher in School and Community," three semester hours credit, followed by the course "Principles and Techniques of Teaching," three semester hours, included in the general area of specialization. The course "Development of Educational Thought" for three semester hours in the first semester is followed during the second semester by an elective three semester hour course selected from, at present, a list of 11 different offerings. This choice enables the student to round out his exploration of areas such as "Psychology and Education of the Handicapped," "Teaching the Block-of-Time Program in the Secondary School," "Guidance for the Classroom Teacher," "Social Psychology," "Measurement and Evaluation in Teaching and Learning" and others equally enriching and broadening.

Electives

During the period 1950-1956 little opportunity was allowed for electives outside the major or minor fields since credits normally allowed in this area had to be used to build up the endorsement to teach in elementary school. Since rescinding this requirement and since the introduction of new departments, a great effort has been made to provide a respectable array of elective courses. Each curriculum must provide the student with opportunity to take 12 semester hours of free electives.

Evaluation

The College is now engaging in a study of the evaluation of the effect of these changes. It is hoped that we never become satisfied with past or present achievements but that each college generation of students and faculty will continuously appraise the curriculum and have the courage to bring into being changes deemed desirable.

THE "INTENSIVE" WAY OF TEACHING COMPOSITION

By

LAWRENCE H. CONRAD

Professor of English, Montclair State College

There are six things wrong with the teaching of composition; and six things are too many. First, there are too many students in each class. Second, there are too many "regulations" imposed from above specifying how much writing must be done in a given term, and how often written papers are to be required. Third, the composition work is usually approached through the study of grammar or linked with a grammar unit, and this is simply wrong way around. Fourth, the composition unit usually occurs in all of a given teacher's classes simultaneously, so that when she is having papers to grade, she always has more than any one human being can handle. Fifth, the common approach to writing is through form and structure rather than through the substance or subject-matter about which the papers are to be written, except for the one long effort usually called "the research paper." And sixth, most papers are written outside of class and so are not a reliable reflection of student skill and student difficulties.

To attack these difficulties piecemeal would be to launch six complete crusades all at once, and would result after a time in the creation of a teaching apparatus twice as complex as what we now have. Surely that is not to be desired. On the other hand, most of these difficulties yield to a new and paradoxical technique which almost any teacher can apply. Instead of having students do more writing to improve their compositional skills, you have them write less, but in a calculated program of teaching called Intensive Composition.

As we accelerate the educational process and make more and more of our studies intensive, English Composition—which has not changed for half a century—feels the stimulation of being replanned so as to fit in with the other studies in the curriculum. Nowhere have intensive methods shown a more surprising result. Composition, when made intensive, becomes a new and often a thrilling study.

The first step, of course, is to shorten the theme. But it is best not merely to curb its length; it is best to put a premium on shortness. In the past, pupils have tried to get a little bit said with an enormous number of words. By requiring them to say a great deal with the fewest possible words, you bring them to closer grips with every language problem they would ever meet, and sharpen their focus upon each one of those problems.



LAWRENCE H. CONRAD

Give them a two- or three-page description of a house (it may be a paper someone in the class wrote last week), and require them to write appropriate "copy" to advertise that house for sale or rent, in a newspaper charging fifty cents a line for such advertising. The problem is to say everything that is essential, in as few words as possible, and yet make it so convincing as to sell the house. Members of the class will comment on the effectiveness of the wording, and on the sales value of the paper.

Give them a two- or three-page letter (again, it may be one they wrote), and require the contents to be digested into a telegram to be sent at standard rates. This presents the problem of choosing what is essential—and the class will be the judge of that—and of using the words and constructions which will most effectively cover a great deal of meaning, leaving no chance for confusion on the part of the reader. Once the class has chosen the telegram that does the most effective piece of work for its length, it is stimulating to try by class effort to reduce its contents to a cablegram at three dollars a word!

Ingenuity with language is thus encouraged, and the pupil needs to canvass his resources carefully in order to meet the requirements at all. The pupil with the large—but loose—vocabulary is not th one who wins in this game. In the long run, **the best thinker** is the one who turns out the best composition. And that is as it should be, for that is how it is in life. But in such an exercise as this, everyone gets some training in thought. Manipulation of language involves the discovery of several ways of thinking about the same thing.

Too often in the past, we have given the most credit to the pupil who "covered" his subject smoothly but at great length. And that pupil may

have had to be expansive for sheer lack of the ingenuity that brief papers require. Much of the space covered was mere warming-up of the writer's mind, to bring it to the point of saying anything at all.

With commercial groups, inter-office memoranda make effective theme-writing vehicles. The dime store will supply a pad that will go several times around the class. The notation has to be extremely brief, but it must allow no chance of having its meaning mistaken. If anyone can misread it, let him do so, and then let the class decide what made the memorandum vulnerable. No one gets lost in this exercise. Every word is directly under the eye of the class. Grammatical errors come under condemnation, because they give rise to misunderstanding. Everything is said so briefly, that it must be said just right. More than anything else, the prodigal waste of words, for which youngsters are famous, receives a check. No one is stopped from saying what he means to say; but everyone is required to do some composing—and this is what composition ought to teach.

So far, it all sounds like fun and nothing else. But this sort of exercise has a serious value. By searching out **the essentials** of a piece of composition, pupils learn to watch for the substance of what they read. After only a few weeks of such exercises, they commence to sift their own thoughts to find what is essential in them. They talk less and write more briefly. But they say fully as much as before. Moreover, both their fellows and the adults at home give closer attention to what these pupils say, for it is noticed that they usually have a thought in mind when they commence.

In another phase of this program, the pupil is provided with an experience interesting enough and stirring enough so that he will surely have thoughts to express. And a strict limit is put upon the amount of space he may use for his writing, and upon the amount of time he may take to put his thoughts on paper. Instead of writing **extensively,** saying it over and over until he gets it right, he must write **intensively,** planning what he will say and shaping his thoughts to fit the space and time limitation. It is perhaps harder to express anything briefly, than it is to express the same thought at length. Certainly the brief composition calls for the greater skill in fitting all elements together.

An intensive composition exercise might take twenty minutes of a class period, preferably at the end of the hour, the writing to be terminated by the bell.

Five minutes are for the teacher to use in setting forth the instructions for the exercise. The next five minutes are for all members of the class to have the experience the teacher has provided. The next five minutes are for thinking, planning, composing. And the last five minutes—no more—are for writing.

The teacher brings in, under cover, some genuinely unusual and curious object, and at the right moment, invites the class to come forward to the desk and examine it. The object could be a piece of intricate craftsmanship, an artifact from some earlier civilization, a living animal, or an oddly-shaped mineral crystal. Its principal effect should not be esthetic. Five minutes should be allowed for observation. No talking should be permitted, so as to insure that each will have his own experience.

Back to their seats, the pupils should have a full five minutes of quiet in which to reflect and plan what they are going to say on the paper. And then, on signal, they should have five minutes (terminated by the bell) to write. **Writing should be on one side of one sheet only.** To run over that length should incur a penalty. Papers are turned in as the pupils leave the room.

The exercise is fair to all: every pupil has the same opportunity to observe, then think and plan, and to write. Every pupil must use all of his skills; and the same skills are required for brief paper as for a long one, only more intensively applied. Learning and the development of skill seem to occur faster than in the weekly—or daily—performance of the longer and looser exercises.

The difference for the teacher is great. Such papers may be corrected in about a minute and a half to each paper. The teacher's mind stays fresh. Moreover the pupils, under the stimulation of a novel experience, write a fresher kind of paper, often with great originality, to refresh the teacher's lagging spirit. The teacher does not groan at the pupils, and they do not groan back at her. Both take up their tasks with some measure of zest.

In evaluating and grading the papers, the teacher should write a quick comment on each one, to indicate whether it is the observation, the planning, or the actual writing that is chiefly reflected in the grade. And then the grade, which should always be put down last, almost as an afterthought. But there should be one grade only, a summary of the effectiveness of the whole task of composing.

A program of intensive composition helps young people in studying their lessons. It teaches them to write the kind of thing they are most likely

(Continued on Page 22)

THE BEST JUST GOOD ENOUGH!

By GEORGE G. KING

Director of Admissions, Montclair State College



Every college applicant must take an entrance examination and have a personal interview.

When an admissions officer is asked to write about the admissions picture as he sees it, he usually launches into a long dissertation regarding the statistical breakdown of entering class designed to show how bright they are, how diversified are their backgrounds, the coverage his college provides with respect to geographical distribution, and a host of other matters that lend themselves nicely to the hokus-pokus of statistics. I have chosen to take another tack, one of considerable interest to MSC alumni. The admissions office would appreciate having alumni reaction regarding the proposals set forth in this article.

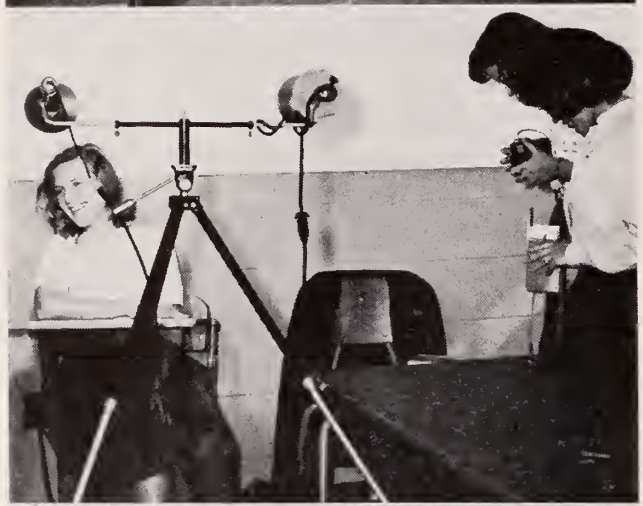
First of all, perhaps, you would be interested in a little background concerning the reasons why students choose a particular college. As most of the readers of this article are or were teachers, it is not necessary to list all the reasons why students choose a particular school. Perhaps it is sufficient to say that in almost every instance a personality of strong import to the student is a very persuasive factor in making this choice. Perhaps a friend, a parent, an acquaintance from the community, and very often a favorite or favored teacher in the high school from which the student is about to graduate forms the strongest attachment that a student develops regarding a particular institution. There are of course many other reasons why students choose a particular college: the curriculum, the location, the cost, all sorts of reasons; but very clearly, as shown in numerous studies on the students entering Montclair and other colleges, the recommendation of a person liked by the student is frequently the deciding factor.

You might like to know what kind of student comes to Montclair. Statistically, the Montclair student is better prepared, has earned higher grades in high school, has a brighter prospect of success in the future as indicated by College Entrance Examinations, and on the average is all-around better prepared than the average student applying to the State Colleges in New Jersey. Montclair students in general are on a par with students at better liberal arts colleges competing for New Jersey students. As a matter of fact, Montclair State is faced with a considerable problem in obtaining the students it wishes from amongst its applicants, because these students are so frequently accepted by other good schools. In the last admissions year, every student who was accepted at Montclair was also accepted by at least one other institution, and in most instances by several others. This speaks highly of the kind of student who comes to Montclair.

Perhaps at this point a discussion of the problems connected with selecting a freshman class, yesterday, today, and tomorrow at Montclair will help you to see the kind of role alumni can take in assuming that the best students attend their alma mater. Without question, the trend in the past decade and into the ensuing decade has been and will continue to be from fewer to more applicants

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FINE ARTS: ITS GROWTH AND DEVELOPMENT

By DR. L. A. CALCIA
Chairman, Department of Fine Arts
Montclair State College

The Fine Arts Department was initiated in 1954 at Montclair State College for the purpose of preparing fine arts teachers for the elementary and secondary schools of the state. For the first time in the State of New Jersey, a college fine arts department was housed in a new building designed for a curriculum in fine arts.

The Department, in 1956, moved into a new building planned to accommodate an entering class of twenty each year. However, in order to meet the needs of the State the size of the entering class was increased to forty-eight and additional studios were given to the Department in three other buildings. We now have eight studios: Textiles and Weaving, Ceramics, Sculpture, Painting, Print Making, Photography, Theater and Puppetry, and Art Education. At present, we have 169 majors in fine arts, and a faculty of eight full time and two part time staff members.

The present curriculum is the result of the State-wide revision of 1956. The Fine Arts majors follow the same pattern of required courses in general education and professional education as all other majors. In selecting the content, sequence and weight given to art courses the staff was guided by the realization of the wide variation of preparation of the entering student, and the objective of preparing teachers equipped to teach art to all elementary and secondary school children.

Content was selected to include individual and group art forms, two- and three-dimensional art forms, art history and art education. Each course was made a year in length, recognizing that for all



art forms there is a body of art knowledge to be learned, believing that attainment of a degree of mastery over the craft of each art form and the ability to make a personal statement are necessary to the individual well-being as well as requirements for teaching. Opportunity was provided in the fourth year through a course called Art Workshop for each student to elect to work in an art form of his choice to develop a higher degree of achievement. In addition to the required sequence, majors can elect twelve credits from a group of nineteen elective courses which are offered on a rotating basis.

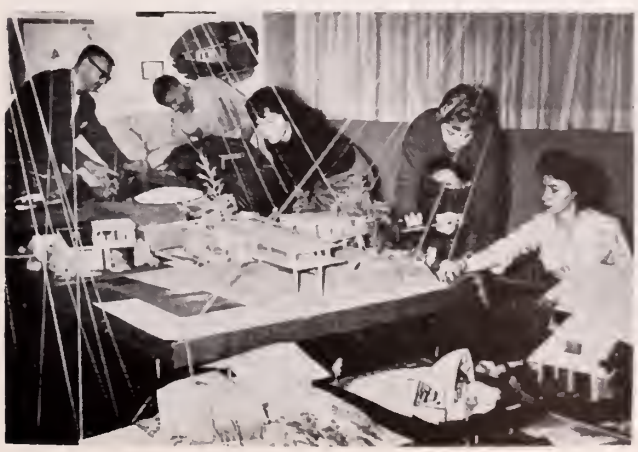
It was recognized that equally important with the preparation of art teachers was the responsibility of the Department to offer art courses to non-art majors for the enrichment of their general education. Painstaking effort over several years has been given to developing the content and presentation of the course given to all non-art majors, Introduction to the Visual Arts. The objective of this course is to give the students appreciative and productive experiences in art. It is hoped that this initial experience will encourage non-art majors to elect further work in art.

The members of the Fine Arts Department look forward to the time when an extended physical plant will include not only the additional studios it so sorely needs, but also a gallery designed to have a small but choice collection of art continuously on display and a program of short term exhibits. This kind of facility is as necessary to the Fine Arts Department for attaining the objectives of the Department as is the library to academic courses, the playing fields to the physical education majors, as the auditorium to speech and music majors. Not only the college community will benefit from such a gallery, but also the college service area. Montclair, located as it is within driving distance of hundreds of thousands of people, is logically an institution which should serve as an art center.









SOVIET EDUCATION

By B. ERNEST SHORE

An Assistant Professor of Slavic Languages and Culture at Montclair State College, who traveled extensively in European Russia and Siberia with the Comparative Education Society of America on an inspection tour of Soviet educational institutions.

The spectacular launching of the first sputnik on October 29, 1957, caused the educational system of the Soviet Union to be very carefully scrutinized by foreigners. People everywhere began asking the question: how could this country which was once so illiterate that it was the scandal of Europe, which was invaded and devastated in both World Wars, which suffered revolution, civil war, famine, and the harshness of fanatical tyranny, how could such a country surpass the rest of the world in an exceedingly important phase of science?

It seemed only natural to look for the answer in the way the citizens of that country are educated. Assiduous research soon resulted in the publication of many reliable books and learned magazine articles. After five years of such activity, there is very little of importance that we do not now know about Soviet education. Historical development has been studied, new facts have been observed, correlated, and filed, various perspectives and evaluations have been made, and all may conveniently be consulted in any college or public library.

But purely documentary materials contain a great danger. They have no real bulk or palpable weight, no co-existing contradictions, no effervescence from one state of being to another, in short, they lack the **human** element. All objects weigh the same in a vacuum, and in the vacuum of statistics it is easy to give much the same importance to various ciphers, and to accept the bare scientific account as the whole story. It is to take the artist's preliminary cartoon as the finished painting, or the statement of the musical theme as the full symphony. A visit to the Soviet Union helps give flesh and blood to the statistics about it, and infuses vitality into what otherwise might be merely skeleton outlines. Herein lies the great value of the cultural exchange relationships that have recently come about between the Soviet Union and the United States.

Human nature is the same on both sides of any line drawn on a map. Soviet citizens have the same tendencies to love and hate, to work and shirk, to acquire and dominate, as people anywhere else. Forty-five years of indoctrination have been outstandingly unsuccessful in changing these basic human predispositions. The Soviet family too seeks "status", tries to keep up with the Ivanovs, puts on occasional swank, and hopefully strives for luxuries, all within the general framework and terminology of a communist social and economic system. In education, this means that it wants to send its children not merely to a school but to the best school, and to have them finish up their education at a university. So important is this that Russian



An auditorium in Moscow University

newspapers recently reported that "stand-ins" have been caught taking university entrance examinations for weak but wealthy candidates, at a fee equivalent to thousands of dollars. This is a rare event, and no doubt not at all typical, yet it shows facets of the so-called classless society that one might not expect.

The enormous 32 storied University of Moscow, situated in a campus of a thousand suburban acres and with 1,700 classrooms, 2,000 teachers, 25,000 students, and 6 million titles in the libraries, is the goal of most students in the Soviet Union. It is not merely that the standard is considered higher at the University of Moscow than at any of the 38 other universities in the country and that a certain social approval is attached to the candidate who is able to satisfy the entrance authorities in regard to his intellectual powers, factory, farm or military experience, and promise of future usefulness to the state, but also because Moscow is a city of size, movement, and opportunity. The best of music, ballet, films, and the theater is to be found there; cultural life is of a vigor rivalled only by that of Leningrad, which itself is but an overnight journey away. In drab Siberian towns, modern day Chekhovian sisters (and their brothers) still yearn for the excitement of Moscow.



Red Square, Moscow

But is the answer about sputnik achievement really in Soviet education? After all, it was the very next year after sputnik was put into orbit that the Soviet Government decreed a complete reform of its whole educational system from top to bottom. It is most unlikely that an educational system that had worked so well would be so soon scrapped. The only possible inference is that there was no close connection between the Soviet educational system and the production of sputnik. The scientists who worked on it were mostly Russian in origin, with a few foreigners, and all had quite diverse training. Their intellectual qualities developed because they had natural capacities, and the development was both because of, and in spite of, their earlier training. Genius has a way of manifesting itself regardless of time, race, politics or location. That it should blossom into a fine flower is a matter of proper recognition and support. Intense and creative study of science and mathematics is ideologically innocuous, though the results of the study may have ideological uses. Similarly intense and original study of history or economics might produce conclusions embarrassing in their political implications. The Kremlin, with all the power of an autocratic government, gave complete and unstinting aid to scientific research, and this, much more than any system of education, produced the much-renowned achievements of Soviet science.

The reformed educational system in effect today is clearly designed to prepare a large body of skilled technicians, laboratory assistants, and second-line personnel who will carry out all the more or less routine labor of scientific projects in a thoroughly competent manner. The creative intellects will thus be free for speculative and experimental work, and perhaps for the training, on a cooperating basis, of the exceptionally gifted younger scientists whose originality is vigorous enough to survive the obvious regimentation and inflexibility of the preliminary stages of education. In reality, then, the Soviet system of education is not the producer of Soviet science but the result of it.

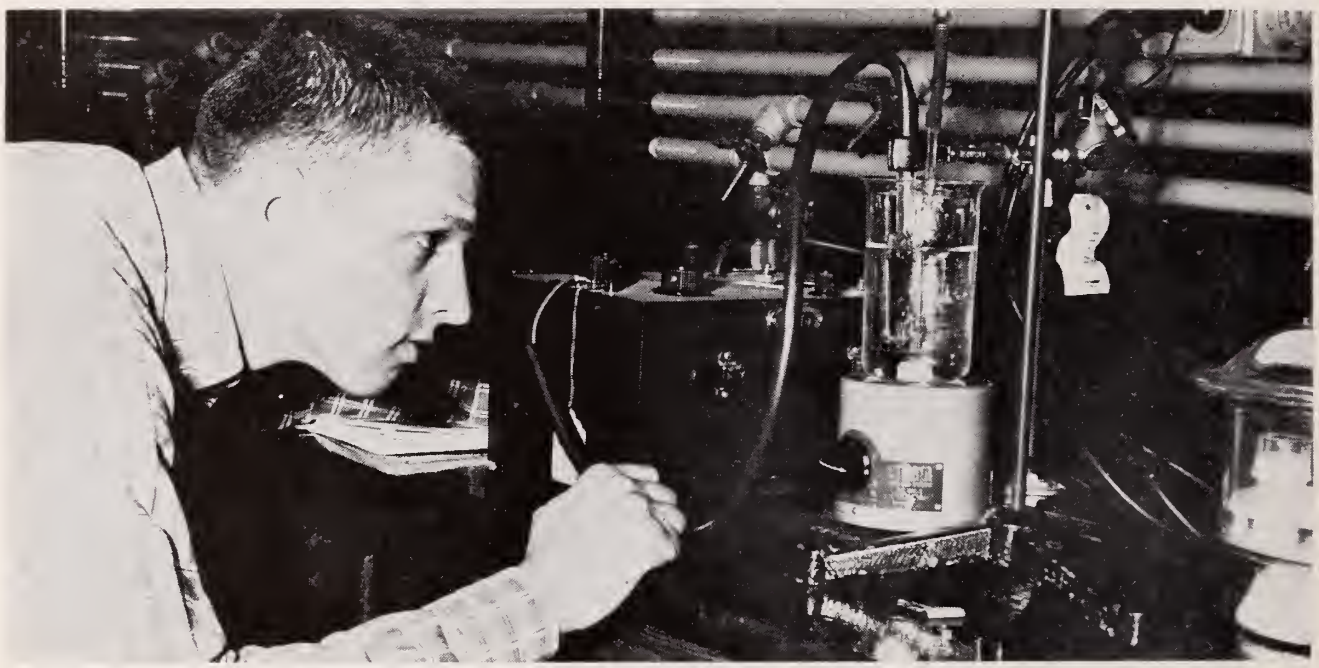
Science and mathematics are the very key-

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DEVELOPMENTS IN THE SCIENCE CURRICULUM

By
DR. IRWIN H. GAWLEY
Associate Professor of Science
Montclair State College

Most rapid strides recently have been made in the area of science in the secondary schools. The science program of the senior high school has undergone closer scrutiny than its junior high school counterpart. The general science program at the seventh to ninth grade level has felt the impact of the emerging program in elementary science. The junior high teachers have felt the need for better articulation between the courses in science at the various grade levels. Serious doubts have been raised concerning the need for a ninth grade general science course. In some districts, the course at this grade level is being replaced by an offering in earth science or in earth-space science. Tests are becoming available in both of these areas. Finding teachers adequately prepared to teach these subjects is quite another story. The question of placing biology in the curriculum at the ninth grade level has also been considered by school districts where the previous general science experiences of the students have been adequate.



The increased utilization of instrumentation in chemistry is changing the nature of lab experiments. This science major is performing a conductimetric titration.

Recent developments in science have given impetus to a great deal of curriculum research at the senior high level. Considerable expenditures of National Science Foundation funds have gone into the development of new courses in biology, chemistry and physics. All of these approaches appear to have several things in common: less emphasis on learning scientific facts and technological developments, greater emphasis on understanding scientific principles and concepts, understanding the methodology of science, and the work of the scientist.

In the area of biology, the American Institute of Biological Sciences has inaugurated the Biological Science Curriculum Study known as the BSCS program. The program was organized to develop new biology courses which will give the student an understanding of: (1) his own place in the scheme of nature (2) his own body, its structure and function (3) diversity of life and its inter-relations (4) development of biological concepts (5) nature of scientific inquiry. This group has developed three separate courses, one, the blue version, is based upon a physiological-biochemical approach to the course. This version starts with the chemical reactions that take place in the cell, the cell and its relationship to tissues and organs and functions of the entire organism. Unit headings include such topics as. "On Being Alive," "The Composition and Organization of Living Things," "The Quest For Energy," "The Uses of Energy."

The approach of the green version is entirely different. This is known as the ecological approach. Here a study is made of an ecological community. It is concerned with how organisms are organized into populations, species and communities and with what organisms do and how they do it. Characteristic chapter titles include such topics as "Life on Land," "Life in Inland Waters," "Life in the Seas," "Biogeography," "Biohistory."

The third is the yellow version, which is organized on the genetic approach to biology. Here topical unit headings include: "Diversity in the Animal Kingdom," "Diversity in the Plant Kingdom," "Genetics," "Reproduction and Development," "Evolution." All three versions are being tested in numerous schools over the nation. The teachers involved feed back reactions to the course content, and revisions are made and will continue to be made in content and method of presentation of the various versions. The BSCS is not sure what will evolve from this project, a single course or a series of courses such as those present in the experimental study.

Other unique features of the BSCS program include a six week laboratory "block" at the end of the course during which time the student works almost entirely in the laboratory and pursues a laboratory problem in depth. Such topics as plant growth and development, animal growth and development, or microbes are some of the areas presently considered. The program includes a series of research experiences titled "Biological Investigations For Secondary School Students" This is a compilation of research projects that can be worked on by the superior high school student.

Two programs have evolved in the field of chemistry, the Chemical Bond Approach called CBA and the Chemical Education Materials Study called the CHEM study. Both of these are radical departures from the traditional secondary school chemistry course. The same techniques of school experimentation, feed-back and revision apply to these courses as well as to the biology program.

The CBA uses the chemical bond as the unifying concept of the course. The atomic and molecular structures are analyzed in great detail in this approach. Little time is spent on the descriptive chemistry of the halogens, sulfur, and the other chemical substances. Time is spent developing the general concepts of chemistry and the explanation of these concepts based upon structure.

The CHEM study has as its major premise the fact that the high school chemistry course should be strongly based upon experiment, with the text thoroughly dependent upon and integrated into the laboratory experiments. The mechanisms of chemical reactions are stressed. This is evident from the titles of some of the units in the course: "Energy Effects in Chemical Reactions", "The Rates of Chemical Reactions", "Equilibrium in Chemical Reactions", "Ionic Solutions and Reactions".

Both studies have introduced new experimental approaches. The need to get away from the cook-

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Modern lab equipment is now at the beck and call of science majors.

SPEECH AND HEARING CENTER OFFERS COMMUNITY WIDE SERVICES

By DR. HAROLD M. SCHOLL
Professor of Speech
Coordinator, Speech and Hearing Center
Montclair State College

"An Unusual Opportunity for Children with Speech Disorders" headlined the announcement of the inauguration, in 1952, of the Speech and Hearing Center at Montclair State College. The values of this specialized program have accrued not only to the speech handicapped children, however, but also to the Montclair undergraduates who are majoring in speech education. Since 1952, the program in speech and hearing therapy has epitomized college involvement in community service and "learning by doing." In observing its tenth anniversary this year, the Speech Department is proud of its accomplishments and growth. Over 1,000 children have been helped at the center, the professional staff has quadrupled, and the number of undergraduates majoring in speech has trebled. Once located in one small room in the basement of College Hall, the Speech and Hearing Center now meets in a specially designed suite of rooms in the Memorial Auditorium building. Facilities and equipment are available for speech diagnostic services, audiometric testing, and individual and small group speech therapy.

Referrals to the center are made by doctors, school nurses, school administrators, teachers, and parents. Diagnostic interviews, for which there are no fees, are conducted by one of the professors in charge. The child is accepted for therapy if, in the examiner's opinion, the applicant can be helped at the center, and if the problem will be of value in the training of student therapists. There is no charge for therapy except during the summer session. At that time, professional speech therapists provide intensive speech therapy for a six week period. During the academic year, however, therapy is provided by speech majors and minors in their junior year of college, under the supervision of Dr. Gilbert Leight and Professor Eve Hubschman. Thus, students must follow their foundation and theory courses with clinical practice, in the presence of professional supervision.

In addition to these opportunities to work with children in small groups in the way they will in the public schools, undergraduate speech majors also fulfill half of the practicum requirement at a community hospital rehabilitation center. Through an affiliation with Mountainside Hospital, established in 1959 by Dr. Harold Scholl of Montclair State College, and Dr. Keith C. Keeler of Mountainside Hospital, students work with children and adults in supervised individual therapy sessions. Their experiences include teaching a mentally retarded child to express his basic needs, teaching a deaf child to say his first words, helping a child with cerebral palsy to control the muscles of his lips and tongue when speaking, re-educating an adult who has lost the ability to speak as the result of a brain clot, and teaching a 60 year old man to produce a new kind of voice because his cancerous larynx has been removed. Through their clinical activities, students develop an appreciation and respect for human life and dignity, and they experience the satisfactions that come from constructively helping other human beings. Above all, they develop the necessary basic skills for providing the best possible speech and hearing therapy.

Two voluntary activities further enrich the training program. Many students, under Professor Hubschman's supervision, work with institutionalized mentally retarded children at the North Jersey Training School in a speech and language development program that was established in 1957 by Dr. Scholl in affiliation with the college. Semi-annual speech surveys in local schools, supervised by Professor Ellen Kauffman, provide the students with the experience of going into a large school program and screening the students in order to determine the speech therapy needs of the children in the schools.

Upon completion of their course work, and 200 clock hours of supervised clinical practicum in speech and hearing therapy, graduates are granted a certificate in the State of New Jersey as speech correctionists for children in kindergarten through 12th grade.

Many of our students go on to earn advanced degrees; some are in charge of speech services in New Jersey schools, others work in hospital clinics, and a few are in private practice. The training they received at Montclair State College, so rich in subject matter and in practical experience, has served them well, and they have earned for themselves professional recognition and deep personal satisfaction.


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PREPARING STUDENTS FOR COLLEGE IN THE SOCIAL STUDIES

DAVID NELSON ALLOWAY
Assistant Professor, Social Studies
Montclair State College

I have often said that the Social Studies really are the most difficult of all of the offerings in the curriculum for the very simple reason that they cut across so much and by their very nature are subjective in content and orientation. Thus, the teaching of them is more of a creative art than it is a science which can be dealt with precisely. Perhaps some of the problem lies in the fact that there is some doubt as to just what the Social Studies are, as a result of some recent trends in education which have added some rather strange additions to the Social Studies program. For our purposes here, we will consider only History, Political Science, Economics, Sociology, Anthropology and Psychology as constituting them to the exclusion of anything else.

It is great fun to get off into all kinds of unusual experiments in the Social Studies, and these can be highly rewarding in their own right, but there is the ever-present danger that in the course of provoking all kinds of wonderful discussion and brilliant scores on objective tests, we may turn out academic cripples, if we do not pay careful attention to some very basic absolute essentials. Mundane as it may be, nevertheless, the principal job of the secondary level of education is to deal in the development of fundamental skills and not to get lost in the exotic. Thus, it would seem to be in order to indicate what these might be and give some indication as to their importance.

Actually, every well-thought-out Social Studies program in the secondary level should make careful arrangements to dispose of certain priorities before trying to do anything else. These should be the absolute indispensables and nothing whatever should be allowed to interfere with their accomplishment.

First Priority

1. **Effective Communication.** This means oral and written. It includes framing a coherent sentence with some element of style to it and the ability to say what one means and mean what one appears to be saying.

2. **Effective Reading.** This means the ability to read and interpret what one has read—especially in terms of the nuances and implications of the material which is so important in a full understanding of the Social Studies.

3. **Abstract Thought.** This means basic mastery of major concepts and ideas in each of these Social Studies and especially the avoidance of cliche memorizations in lieu of intelligent discourse on them. It also means the ability to deal with and handle the theoretical.

4. **Extended Analysis.** This means the ability to discourse on a question in any of the Social Studies studied in essay form which will deal with the pros and cons of the matter and the subtleties appurtenant to them. This also presumes that careful thought has preceded discourse. Too much so-



Dr. Maurice Moffatt, Chairman of the Social Studies Department, emphasizes the need for the instruction in the techniques of original research.

called analysis is allowed to come from the top of the head and glibness gets to be mistaken for profundity, fervor replaces authority and prolixity is confused with thoroughness and efficacy.

5. **Articulation Between the Social Studies.** This means the ability to inter-relate the various disciplines within and of one another to understand intricate cause and effect relationships.

Second Priority

1. **Comprehensiveness.** This means that a subject is thoroughly taught and one does not merely skip lightly around here and there, but it is as thoroughly surveyed as possible. And, we must remember that all secondary courses really are only surveys. The surveys, however, must have organic structure and framework and hold together.

2. **Discrimination.** This means the ability to make choices between conflicting versions of some matter and the ability to realize that there is no such thing as complete right or complete wrong in matters of interpretation (and even about many so-called facts). They must be made aware of the fact that the printed word may be quite in error, thus should they develop a healthy skepticism for the illogical and the unusual.

3. **Research Skills.** This means the ability to know the **methods** used in the Social Studies (and as many of them as possible) as well as some practice in using them. Especially to be guarded against is plagiarism, too-close paraphrasing and single source efforts. It would be far better to have them do only a very few of these and do them extremely well than to have many such efforts done poorly.

Third Priority

No matter how poorly equipped a school may be, the first two priorities are absolute musts lest we turn out academic cripples. In fact, so overwhelmingly important are they that if a school is forced to the hard choice of offering a richer and more varied program at the expense of these it would be better to concentrate on these and let the colleges fill in the information gaps than to expect the colleges to act as the remedial agency for a secondary system's failure to cover these. The colleges expect careful attention to these elements and a great deal of freshman failure in the Social Studies comes about as a consequence of insufficient attention to these basics which must take precedence over all else.

The third priority consists of those things which will enrich and make more rewarding a high school social studies program after the first two priorities have been carefully attended to. These are in the probable order in which they should be added as follows:

1. Geography and geographical and geo-physical concepts.

2. Basic anthropological theories and ideas about man.

3. Basic psychological findings about man, his behavior, and the factors and elements about him which affect and determine how he acts.

4. An understanding of what culture is and how it is formed as well as how it shapes and forms the clients of it.

5. The basic philosophical premises of at least western civilization and their relationship to the Judeo-Christian ethic and the Hellenistic tradition.

It is not likely that a high school program can or should try to do much more than this because of the tremendous amount of time and effort which must be put in on the first priorities in order that they may be well-learned. These few things in themselves constitute a considerable program to say the least and aside from the third priority items fall back squarely on the individual Social Studies teacher, who can if he/she will probably accomplish them quite adequately despite the physical riches or lacunae of the system upon adequate expenditure of effort and imagination. This of course presumes, however, that the district has not so grossly overloaded the staff member that these become impossible.

One final thought — discussion in class as such is not bad, but bad discussion is inexcusable. Too many talk before they think. All discussion on whatever the subject should be preceded by a period of quiet thought first before anyone is allowed to speak. Class time should be used for this reflection. Good teaching includes providing the atmosphere for reflection and thought. Too frequently modern education like many aspects of modern life is stridently chatting away without saying anything. It might be well if we all kept silent more and reflected in silence. Excess chattiness seems to be a major failing of many freshmen in college campuses today. They are always talking, but never saying anything. This is a vital skill too and as a priority should be all pervasive.

MEET YOUR ALUMNI SECRETARY!

Mrs. Helen Rendall, we are most pleased to meet you, our new Alumni secretary.

Mrs. Rendall is a graduate of the University of Wisconsin, and she is taking graduate work in college administration at Columbia. She assumed the position of Alumni Secretary last September. For many years, Mrs. Rendall was associated with the American Telephone and Telegraph Company as a personnel specialist. Bored with retirement, she joined the staff at Montclair State College, and she has been engaged in a whirlwind of activities ever since.

Mrs. Rendall, what do you think the role of the Alumni Association should be?

The Alumni Association should exist for the benefit of the Alumni. It is the objective of the Alumni secretary and the executive board to amalgamate the aims and goals of the College and the Alumni.

What specifically is the Alumni Association doing for the Alumni and the College?

The Alumni Association publishes an alumni newspaper four times a year, and now we have embarked on a new venture, this magazine. The Association contributes a considerable sum to the College Development Fund. Through our files, Alumni are frequently contacted to support other college activities. The Alumni homecoming weekends, which are enjoyed by so many, are organized and sponsored by this Association. The executive committee has frequently made helpful suggestions to the administration to improve the training program. Since the College is a state institution, public support is vital to development of this institution. The Alumni are the College's staunchest supporters and a most effective public lobby. If this college is to grow, then, it is up to the alumni to make it grow.

We noticed that you are sitting near the Alumni Memorial Library. Could you tell us about this library?

One side of our alumni lounge is lined with book shelves. The alumni contribute books or money in memory of loved ones. Each book has a memorial plate on the inside of the cover. Personally, I believe that it is a dignified and fitting memorial. The library is growing steadily, and the students as well as the alumni are most welcome to borrow these books.



Mrs. Rendall sitting near the Alumni Memorial Library. Alumni are invited to contribute a book in memory of a loved one.

This alumni lounge is a most inviting and relaxing room.

It was planned and designed to be. The alumni are welcome to stop in any time they wish. This room is their room.

What major goal would you say the Alumni achieved this year?

The Alumni Association always hoped that someday Montclair State College would be a leading cultural and art center for the metropolitan area. Now, that we have this magnificent auditorium our goal is being fulfilled. We have had concert artists perform, dramatic readings, art shows, plays and guest lecturers. Hundreds of alumni have attended these performances. These cultural activities are enhancing the stature of the College, and we hope that the graduates will continue to attend these events.

Are any services being planned for out of state alumni?

Dr. Partridge this year held out of state meetings in Washington, D. C., and Chicago. These meeting were very successful, and others are planned for next year.

Mrs. Rendall, do you have something that you would like to tell the alumni?

Yes. Please help us keep our files up to date. When you change your residence, drop us a card with your new address. This will enable us to help you keep in touch with each other, and to make sure you receive your alumni mailings. Also, we are most grateful for the many class gifts donated to the college.

MONTCLAIR BOWS TO NO ONE



A Taste of Sweet Victory

By
DR. RICHARD TEWS

Varsity sports have long held a place of importance at Montclair State College, and their values have been recognized by faculty and administration and students. These values have been achieved over the years, because the program has been based on sound educational principles and has been held in proper perspective. These are important factors for a worthwhile program. The values of sports have been so well proven and accepted, that today, they are considered as curricular rather than extracurricular in most schools. This interpretation holds true at MSC.

To the college, there are certain important values that we have seen develop. Among these one would certainly have to include school spirit. The sports situation at Montclair has had a considerable effect on school spirit, an effect which the college administration has recognized. A good sports program also serves as an asset in public relations for attracting prospective students. The success in sports at Montclair is apt to fluctuate over the years as there is no possible way of accepting any student who is not fully qualified to meet all standards for admission and rightly so. Success, such as has been achieved in football at Montclair recently, has indicated clearly the impact of strong athletics on prospective students and the public generally. Unfortunately, many other excellent programs and achievements of the college have no comparable means of receiving public attention.

Alumni support is always important to a college and to its sports program. At an institution such as Montclair, we do not solicit funds for athletic scholarships or support. We do encourage alumni to urge good students to come to Montclair. Attracting good students who also are talented athletically is difficult for a small school without the lure of scholarships. There are however, distinct advantages in attending such a small, non-scholarship school.

First, being a state-supported institution, Montclair, in essence, subsidizes the education of all students who attend. The estimated annual cost per student is $1,000.00 from State funds. The low tuition rate does not mean "cheap" education Montclair enjoys an excellent reputation for the quality of its education and the calibre of its faculty and gradutes.

Grants-in-aid for athletics look very attractive, but often constitute only a part of expenses at larger institutions. At Montclair, a work-scholarship program is available equally to all students demonstrating need. The program is not unlimited but few students, if any, are unable to procure assignments. In this program, students can earn sufficient funds for tuition and, in some instances, room and board, as well. The assignments in work scholarship are frequently of such a nature that students gain valuable experience in their area of specialization. For those participating in athletics, such assignments are regularly arranged. They involve service as team managers in off seasons, keeping statistical data at games, sports publicity, and other similar duties.

Being a smaller school, Montclair is able to offer most students an opportunity to participate completely in the sports of their choice. Students with considerable skill are sometimes unable to have game and meet experience in the talent-rich scholarship schools. The over-all benefits derived from participation at Montclair compare favorably with experiences at larger schools, especially if one is interested in a future in coaching.

One of the most heartening and challenging things to take place at Montclair in recent years has been the rapid and substantial rise in the ad-

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INTENSIVE WAY OF TEACHING

(Continued from Page 8)

to be called upon to write at home and in the other departments of the school. And it allows room for teaching, much more sharply, whatever of grammar and of rhetoric, of spelling and of punctuation, the teacher thinks they should learn. Because the steps are all little ones, only perfection need be accepted. Let any pupil write ten such compact and intensive papers, rewriting until every one is quite perfect, and he will be farther down the road toward good composition than by a whole year of the rambling "themes" he used to write.

THE BEST JUST GOOD ENOUGH!

(Continued from Page 9)

to college. As short a time ago as when the newest of our alumni were entering Montclair, better than 80 per cent of those who applied were usually accepted, and it was almost certain that about 85 per cent of those that were accepted by the College would probably come in September. Today, that story is much different. For the class beginning in September, 1962, it has been necessary to select from amongst 2,700 applicants the students who will ultimately fill the 625 seats available for freshmen. Unfortunately, the selection is not as simple as deciding which of the 2,700 are the best 625 students. It was necessary this year to invite 1,115 students to attend Montclair in September in order to assure us of the proper size freshman class when the new semester rolls around. Interestingly enough, we get as many students from amongst the top group that we invite as from amongst the students who rank just under them. This is a pretty clear indication that the drawing power of Montclair State College, and this drawing power is in direct proportion to the word that is spread amongst students of the State by alumni, is considerable and probably equal to the drawing power of most of the colleges with which we compete for good students. Processing of applications tomorrow for the classes coming to us over the next decade is going to be increasingly difficult. Not only are the high school classes growing in size, but the number of students from these classes desiring a college education is increasing out of proportion to the number graduating. The favorable position of Montclair with respect to cost, to the quality of education, and to the increasing desirability of entering the teaching field means that we are going to be getting a larger and larger proportion of the students applying for college. This increase in number undoubtedly will bring with it a rapidly expanding diversification of abilities and interests on the part of students. This in itself will put a great deal of pressure on the College to change its program to accommodate the interests and abilities of the students.

What can the alumni group do to help assure the College that this picture will continue to improve as the years go by? First, active, interested alumni are the best messengers of the good will extended by the College to the high schools of the state and to the students in those high schools. As teaching alumni or as alumni interested in education, you can encourage good students from your classes to apply to Montclair State. Secondly, you can assist us from time to time in evaluating the potential teaching ability of the students who inquire of you about the Montclair State College. We urge you to render guidance in this connection; be sure that the students whom you suggest to come to Montclair are the kind of students that you would like to have working along side of you as a colleague in future years. Thirdly, when you have an interest in a student who is applying to Montclair, take the trouble to find out whether this student has been accepted when the admissions notices are sent out and encourage him toward your alma mater. Make sure that he knows how strongly you feel about Montclair.

As the old song suggests, "the rich get rich, and the poor get ....." It is an equal certainty that active, interested Montclair alumni will continue to furnish the College with increasingly better future alumni.

SOVIET EDUCATION BETTER?

(Continued from Page 13)

stones of modern Soviet education, with the not unheard of effect that the humanities are purely cultural subjects lag far behind in state support, student enrollment, and popular esteem. The very vast majority of students at university level receive monthly government stipends ranging from 250 to 780 rubles (or, from almost total support to relatively affluent means). There is no "moral" obligation to repay the state in some way for this educational aid; the obligation is expressed in flat, clear terms. The student is at the disposal of the state for three years after he graduates, and in the majority of cases, this means being sent to remote areas for skilled practical work or for teaching, or for both. The bulk of state funds is concentrated on the practical subjects, thereby attracting the largest number of students to those subjects. Now forty per cent of graduates are in engineering alone, while seventeen per cent are in the humanities (which include law and the social sciences). The success of sputnik has also so intoxicated the general Soviet public that the name "sputnik" is at-

tached to restaurants, hotels, cinemas, and is made into lapel buttons, car-stickers, shrub motifs, etc., etc. The average Russian feels that at least his nation has proven itself. This time it has not borrowed from the West but has actually made its own very significant contribution to human progress. The sense of equality and self-esteem that this accomplishment has brought about in the Russians is one of the hopeful signs for a future abandonment of a paranoically suspicious and non-cooperative international policy. At present, the new national pride has given rise to a very high respect in the Soviet Union for science, scientists, student-scientists, and the power of learning.

And so, one may look at Soviet education as a phase of national life that contains in microcosm all the characteristics of the Soviet form of human society as a whole. The achievements and triumphs are there, along with the unevennesses, errors, and contradictions of an educational system that is imperfectly worked out. It is often applied with lack of imagination and heavy hands to local conditions that have fundamentally different variables, in a vast country where such variables abound. The emphasis is on science and practical results, and the student body is stampeding to such courses because they are politically safe and promise the most immediate as well as long-range rewards. For the time being, at any rate, the pursuit of the good and the beautiful is sacrificed to the pursuit of the useful Some worthwhile results may come from it all, but in the troubled educational waters of the present time, let us not be tempted to go overboard with the same thing here in America.

DEVELOPMENTS IN THE SCIENCE CURRICULUM

(Continued from Page 15)

book type of experiments has been the aim of both groups. Their experimental work includes attempts to have the students use the methods of science in experimentation. There is a tendency to decrease the amount of direction given to the student as he becomes more competent in the course. The experimental work is more quantitative. The student is required to find the answer to a question or problem by experiment, not see how close he can come to a result that is already known to him.

The oldest of the new programs is that of the Physical Science Study Committee, known as the PSSC program. The original intent was to include both chemistry and physics but the program evolved as a physics course. The course is characterized by emphasis on the principles of physics rather than technological developments such as the car, radio or T.V. The course includes fewer areas of physics but the areas are treated in greater depth Modern Physics is an integral part of this course.

The PSSC has been through several years of trial, feed-back and revision. As a result of this, a hard cover text has been developed for the course In addition to this, several paper back volumes have been developed to extend the frontiers of information on various topics beyond the scope of the text. An extensive program of films supplements the work of the text and the laboratory. The laboratory experimentation differs from the traditional physics course both in purpose and procedures. Early attempts to have the instructors construct much of the laboratory equipment have been replaced by having the equipment available commercially at reasonable prices compared to traditional physics equipment.

Numerous programs have emerged over the State to provide for the gifted student in science. Evening seminars, some Saturday classes at nearby colleges, summer courses with visitation at local industries are but a few of the procedures that have been used. Another session would be needed to discuss these experiments in any detail.

The secondary school science curriculum is finally emerging from the "doldrums" in which it has floundered for the past 30 years. The efforts of the high school teachers, college and university professors and scientists are being channeled into the development of new and dynamic science courses. Even if these new courses are not accepted as a "package", much of the content and materials of the courses can be used to enrich the present science offerings at the secondary level.

MONTCLAIR BOWS TO NO ONE

(Continued from Page 21)

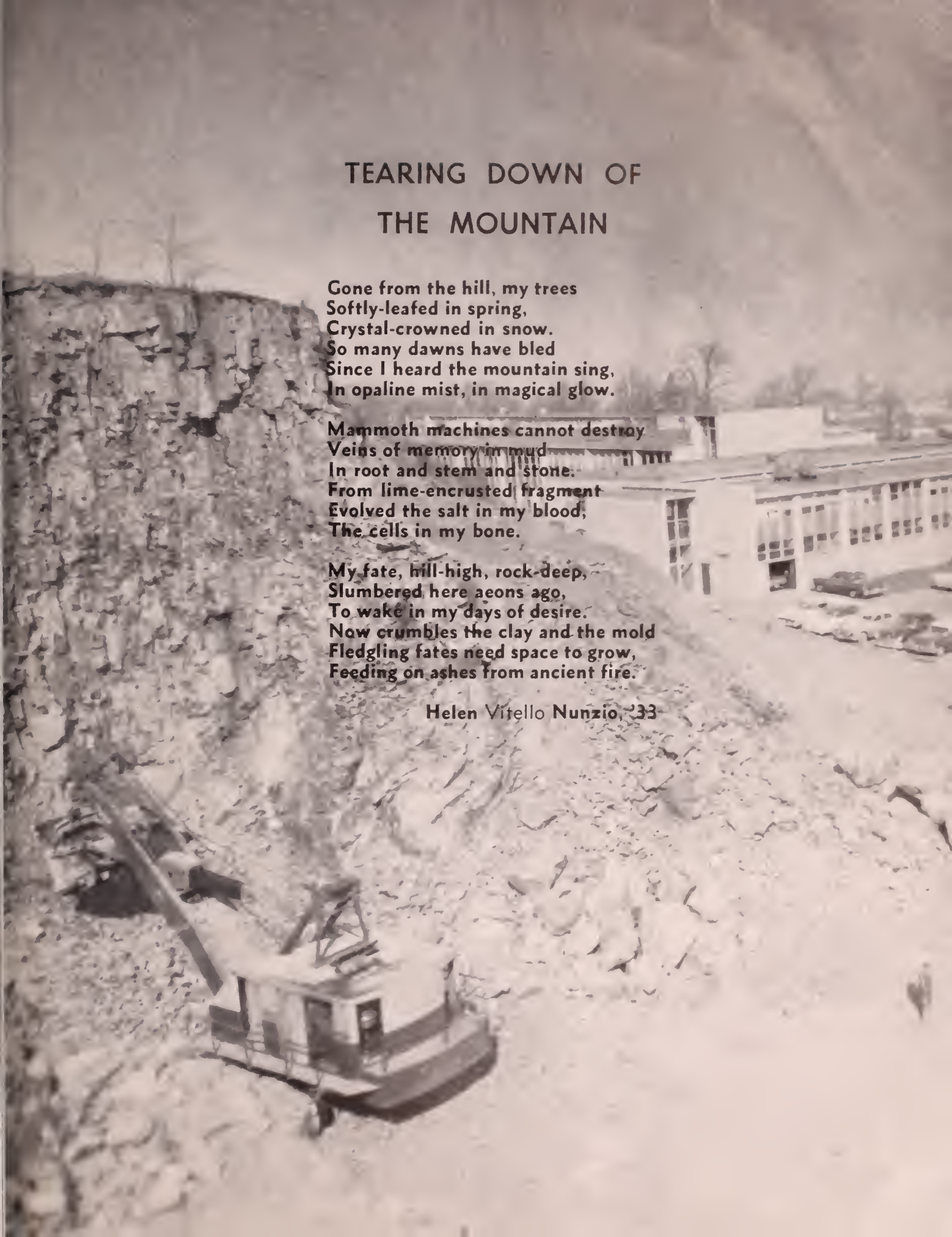
mission scores of incoming students. This blessing brings a problem to the athletic program in that occasionally our alumni recommend fine students with athletic ability who are not able to gain admission. We regret being unable to accept all qualified students but facilities simply do not permit our doing so. Within the framework established by the State, the college utilizes the best methods available to select each September's freshman. Continued alumni support is solicited

The program of sports for women is comprehensive and diversified, and provides all of the aforementioned benefits for the distaff portion of our student body. A future article covering the program of the Women's Recreation Association would be in order.



MONTCLAIR STATE COLLEGE

1962



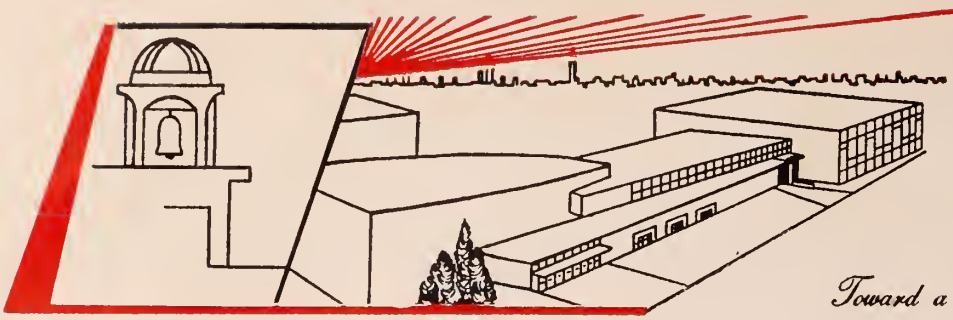
TEARING DOWN OF THE MOUNTAIN

Gone from the hill, my trees
Softly-leafed in spring,
Crystal-crowned in snow.
So many dawns have bled
Since I heard the mountain sing,
In opaline mist, in magical glow.

Mammoth machines cannot destroy
Veins of memory in mud
In root and stem and stone.
From lime-encrusted fragment
Evolved the salt in my blood,
The cells in my bone.

My fate, hill-high, rock-deep,
Slumbered here aeons ago,
To wake in my days of desire.
Now crumbles the clay and the mold
Fledgling fates need space to grow,
Feeding on ashes from ancient fire.

Helen Vitello Nunzio, '33



MONTCLAIR
STATE
COLLEGE
DEVELOPMENT FUND

Toward a Greater College

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June 1, 1962

AN OPEN LETTER TO THE ALUMNI

Dear Friends:

You started something a few years ago — the Golden Anniversary faculty grants which became the College Development Fund.

Your idea and your support have led to well over sixteen thousand dollars in faculty grants, art purchases of almost three thousand dollars, and an art exhibit that cost almost $3000 that may result in a tremendous gift of old masters to our college. Your efforts resulted in several excellent Shakespearean productions being brought to the college for the students and the people in the community.

You have provided a variety of services that would not have been possible except for the generosity of our alumni.

You have set a wonderful example. I sincerely hope in the years to come that you will consider the needs of Montclair State College paramount and that you will consider the Montclair State College Development Fund your "favorite charity."

Sincerely yours,

Paul L. Caffrey

Paul L. Caffrey, President
College Development Fund

PLC:ps

lumni Life

Forum



Spring 1963

MONTCLAIR STATE COLLEGE

GROWING SUPPORT FOR MONTCLAIR STATE

by DR. E. DeALTON PARTRIDGE

A state supported college or university, to achieve real distinction, must win substantial support over and beyond annual appropriations. Elected public officials are, and should be ever conscious of the need to economize. Appropriations are nearly always provided on the basis of demonstrated needs and fixed formulas. The new, the unusual, the creative nearly always succumb to the budgetary axe. It is for this reason that administrators must develop sources of private funds if a college is to rise above the mediocre.

In addition to the encouraging support of the alumni, Montclair State College is enjoying ever increasing support from private sources. In recent years, financial support from the alumni has been steadily increasing, not rapidly, but still increasing. Along with this is increased evidence of interest in and willingness to support the college and its activities on the part of the general public.

Fund Raising Event

On March 2, 1963, the Board of the College Development Fund sponsored a fund raising evening on campus. The activities for this evening consisted of a buffet supper followed by the college play "The Importance of Being Earnest." A committee of alumni, parents, and townspeople, combined energies to help make this event a success. Tickets sold from $10 to $50 depending upon whether one wanted to be a supporter, a patron, or a sponsor. 425 people attended the buffet and the play. The College Development Fund grossed over $6,000 in one evening.

The New Jersey Center for Economic Education is located at Montclair State College. This activity, which employs a full time field director, a secretary and part-time economist, is supported financially by contributions from industry throughout the state of New Jersey. Since Montclair State College took over this program in 1956, industry has contributed more than $100,000 to the support of economic education through this center.

In 1962, the college received a grant of $10,000 to promote participation in the course on The American Economy offered over the Columbia Broadcasting System. This special grant has enabled the activities of the Center for Economic Education to be extended considerably during the past year. In addition to this, the Young Presidents Organization, a national organization of young executives, has awarded to the college a $12,000 grant to provide $4,000 each year for three years to help support the program on economic education.

Paid attendance at football and basketball games increases each year. The public is more and more interested in the activities of Montclair State College athletic teams and supports them financially.

Round-Table Discussion

The Bankers National Life Insurance Company collaborates with the college in conducting a breakfast round-table for businessmen and educators each year at which time an outstanding program is assembled following the breakfast. More than 300 participants attend these breakfasts. The program is financially supported by the Bankers National Life Insurance Company.

The number of scholarships available to deserving students — outside the state scholarship program — is continually increasing. These scholarships vary in size from a few dollars per year up to several hundred. They come from individuals, groups, and from industry. The Bell Telephone Company of New Jersey, for example, has given two $300 scholarships for several years. Just recently, a group of alumni organized a special scholarship for bassoon players. These are just examples which give evidence that people believe in Montclair State.

Widespread support for Montclair State College dates from the time when the Life Hall campaign was set into high gear and a direct appeal was made for funds. As a result of this, many outstanding individuals became interested in the college and have continued to support it since.

No state college can become a truly great college without private assistance over and beyond the budgetary provisions made through public money. Montclair State is only beginning its progress in the direction of securing private support, but it is hoped that in the years ahead, the alumni and the public generally will continue to provide the sustenance which will keep Montclair State in the vanguard of state institutions.

AS THE ENGLISH DEPARTMENT LOOKS TO THE FUTURE



DR. HAROLD C. BOHN

Chairman, English Department

Conscious of the country-wide examination of both high school and college English teaching, the Department of English at Montclair State College is well aware of its responsibility to the future. Change is inevitable; effective methods of meeting change must be devised; demands are being recognized; the future will see them satisfied.

As many alumni, both English and non-English majors know, the Department of English has, from the first years of the College when Edward H. Webster was chairman of the Department, emphasized an arts approach to English. The English faculty is still and will continue to be an arts faculty. At the same time, the members of the Department are committed, in theory and in practice, to the necessity of professionalizing subject matter, so that prospective high school teachers will be better and better prepared to teach more and more effectively. Consequently, both the English professors and their students must keep constantly before them major trends and developments in implementing a satisfactory English curriculum. What are some of the areas demanding attention?

A major trend in English, as in all subject-matter areas, is recognition of individual differences. This self-evident condition demands that the teacher have as full a knowledge of subject matter and methods as possible in order to meet the multiple needs of the students before him. A fuller knowledge of subject matter necessitates more undergraduate elective courses emphasizing subject matter, especially in contemporary literature. The Department is well aware of this necessity and will strive to effect curriculum to meet it.

Another trend, due partly to increased recognition of individual differences, is the emphasis on extensive reading. The accelerated publication of paper backs, making it possible for students to buy books cheaply, has produced a "glorious revolution" in high school reading habits. Comics have either disappeared or are disappearing, the reading of better books has been substituted. Since students are reading widely, teachers, especially English teachers,

must have read even more widely not merely to keep abreast of students but to have the confidence of a background of depth. Recognizing this necessity, members of the English Department are seeking to devise ways and means of stimulating greater undergraduate reading both within and without courses. For example, English 304, Literature for Adolescents, a strategic course in this area, has been completely revised and given a new title to make it as effective as it should be.

As extensive reading is receiving major attention, so intensive reading has undergone a major shift in emphasis during the last few years. The trend is to minimize peripheral matters like the mere memorizing of dates and names of periods, authors, and works. Not retained by students, such accumulations become verbalizations which are a waste of valuable time and effort. Since, however, factual knowledge may be necessary to understand a particular piece of literature, the teacher uses biographical and literary facts as means to an end and not ends in themselves. Many teachers persist in emphasizing this factual matter because its tangibility makes it easy to handle in recitation and testing.

Easily assigned, easily taught, easily tested, it requires little effort. The well-prepared teacher substitutes for this rigmarole the developing of a critical faculty in the students. Although learning to be critical of form and content is particularly necessary for college preparation, it is good for all students proportionately because it creates impressions that are lasting and it develops appreciation that establishes habits of good reading. Well aware of the validity of this critical approach to intensive reading, the English faculty is emphasizing more than ever the necessity for mastering literature with critical acumen.

Art of Linguistics

Another area of high school English demanding more and more careful teacher-preparation is linguistics. How should grammar be taught? What is the relationship between knowledge of grammar and ability to write? What are structural linguistics? How does this approach help? What is the relationship between the structural approach and the strongly entrenched traditional approach? The Department is well aware of the cogency of providing answers to these questions. Although the Department is proceeding cautiously, not making any spectacular commitments in this area, it is trying to look forward by keeping students informed and preparing them to meet future demands.

In addition to applying these professional demands to academic procedures, the Department recognizes other aspects of its development. With the expansion of building facilities on the Campus and with the renovation of College Hall, the English Department is stressing the following items: individual faculty offices, so that the benefits of individual conference can be increased; an English seminar room, so that there may be a greater opportunity for the exchange of ideas between professor and students on both the undergraduate and graduate levels; a Department library, both literary and professional, so that concentrated study can occur at the source; a collection of illustrative material, so that the presentation of subject-matter may be quickly and easily enriched; installations to play records, so that English majors may have the benefit of such aids within the Department.

Looking Ahead

Looking ahead, the Department sees the necessity of providing more challenging course material, especially in the freshman year because high school students are entering better and better prepared. The quality of Montclair's entering students is so high that many have had in high school the equivalent of a college freshman year. To this end, this September for the first time all incoming students will be given a diagnostic test in English composition to discover those for whom the required course in composition will be unnecessary. These students will be offered a course in subject matter that will accent heavily independent study producing much writing. As requirements in writing are being shaped to meet advanced preparation, so will requirements in literature be analyzed to satisfy advanced standing.

All of these plans concern largely the undergraduate level of instruction. Similarly, the curriculum of the College High School is being analyzed, and the whole program of courses on the graduate level is being studied.

Altogether, the English Department is a group of hard-working, dedicated people, who cooperate to solve current problems and to anticipate the demands of an ever-expanding future. Their professional and academic motivation is a more and more effective Montclair State.

DOING BUSINESS IS A PLEASURE AT MSC

by Dr. Louis C. Nanassy
Professor of Business Education



A newly revised curriculum, the strengthening of its practical business experience requirements, and introduction of new courses are among the significant developments that are taking place in Montclair State's Department of Business Education. Add to these the large number of increasingly high caliber applicants the department has been attracting, the greatly improved job-placement picture, and the many and varied contributions the students and faculty are making in the profession; and it becomes apparent why the department is optimistic and confident of its ability to continue to render outstanding service to the secondary schools of the state.

The revised business education curriculum that went into effect in September is in line with the new state certification for Secondary Business Education. Regulations now require that the certificate be issued only to persons who have had a broad preparation to teach all the business education subjects found in the high school curriculum, including the social business subjects, bookkeeping and accounting, and the secretarial subjects.

Those not wishing to pursue this comprehensive program may elect either the secretarial or bookkeeping sequences. Both these programs prepare the candidate to teach also the general business subjects and typewriting. All curricula lead to teaching certificates and the Bachelor of Arts degree.

While the State of New Jersey requires business education majors to complete three hundred clock hours of practical business experience, Montclair State graduates will have at least four hundred hours of supervised office and or store work experience, scheduled to be completed between their junior and senior years. New course offerings in the department include Introduction to Data Processing, to be given for the first time this Spring.

Forty-nine business education seniors returned recently to the campus from as many high schools located in all parts of the state. They had completed ten weeks of supervised student teaching.

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TRAVEL WITH MONTCLAIR

by Edgar C. Bye
Coordinator, Bureau of Field Studies



Pyramids Sphinx—Memphis, Egypt—July 20, 1962. (Mr. Bye in fez, right center)

One picture equals a thousand words, one tour equals a thousand pictures and a thousand tours would be equivalent to a university education. With this in mind, Montclair State College for thirty years has been giving educational field trips to all parts of the United States, to Canada, to Mexico, to the Caribbean Islands, and recently, around the world and to the South Pacific. Over 4,000 persons have taken these tours and most of them have been teachers. Many have taken several trips in successive years. One person who went around the world with Montclair in 1962, began taking trips in 1938 when she took the first transcontinental United States tour. Is it unreasonable to assume that such popularity must be deserved?

In the current year of 1963, Montclair conducted its Florida Peninsula Field Trip during the Easter vacation, April 12-20. The group flew to Jacksonville and with the help of a chartered bus visited Silver Springs at Ocala, Orlando, Cypress Gardens and the Bok Tower at Lake Wales, St. Petersburg, the sponge fisheries at Tarpon Springs, the Ringling Art Museum and the Jungle Gardens at Sarasota, the Thomas A. Edison Home at Fort Myers, the Everglades, Miami, Palm Beach and St. Augustine. The course carried two points of graduate or undergraduate credit for those who desired it. It cost $285 for all expenses including tuition but not including meals. Plan now for next Easter.

For the summer of 1963, Montclair offers two unique trips. One is called: "Europe: Focus on Education" and will be conducted by Dr. N. Lange. Director of Student Teaching. It will cover England, France, Holland, Denmark, Germany, Czechoslovakia, Austria, Italy and Switzerland. The main theme will be recent trends in European education and Dr. Lange, who was for five years Supervisor of Instructional Services in the U.S. Army Dependents' School in Europe, has planned for many contacts with schools and educational experts. There will also be adequate time for seeing the important places of interest in the countries visited during the seven week tour. The course will yield six graduate or undergraduate credits

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New Jersey Moves Forward on Teacher-Board Negotiations

by FREDERICK W. BRANCA, '30

Director of Field Service, New Jersey Education Association

To have an effective basis for true negotiations between teachers and their boards, the New Jersey Education Association is urging its local associations to gain recognition and to meet directly with boards in order to agree on policy and resolve teacher grievances.

New Jersey teachers are taking a major step in improving their relations with boards of education. Ways of working and techniques of negotiation, which have evolved over a long period, are now being formalized.

Last May, the New Jersey Education Association, by vote of its Delegate Assembly, adopted eight Principles on Teacher-Board Relations. With these accepted as a beginning, the Association has carried on discussions to the point where we are now ready to consider legislation. This would guarantee teachers and their organizations the right in every school district to carry on negotiations with their boards on policy and to resolve problems involving individual grievances.

NJEA has been a pioneer among professional associations in this regard. In 1946, it was the first state association to establish an organized field service. Its original principles still apply: (1) to let the local teachers decide what they want to ask for; (2) to seek a long-range solution in preference to temporary expedients; (3) to avoid antagonisms and friction; and (4) to aim always at the welfare of the schools and the children in them.

Acting under the authority of the State Constitution, which guarantees public employees the right to present their grievances and proposals through representatives of their own choosing, NJEA field men often act as official spokesmen, presenting the teachers' proposals, arguments, and suporting information. Such appearances usually bring NJEA representatives directly before boards as negotiators in private committee meetings or as advocates for the teachers in open public meetings.

This approach has gained the willing acceptance of many board members. Increasingly, they work with teacher association leaders and NJEA field men the year around to review continually employment practices and essential improvements.

Now, NJEA is pressing to assure that these relationships exist everywhere. Actual adoption of agreements between teacher associations and their boards will be one step.

In attempting to speed up the process, NJEA is sending local association presidents and school administrators sample teacher-board agreements. These show how a board can recognize the local teacher association for purpose of negotiating policy questions when a majority of the teachers in the district are represented. They also show procedures by which individual grievances can be appealed through channels, bringing in the assistance of the local association and NJEA representatives. These procedures would carry questions on up to the board of education, if necessary, to reach a final settlement.

Four of the most recent boards to grant such recognition and agreements with their local teacher associations are Fair Lawn, Levittown, Union, and Union County Regional.

Of particular statewide interest this year is the work of NJEA with the Newark Teachers Association in attempting to establish better relations between teachers and the board in the state's largest city. Last month, the NTA presented petitions signed by 1,700 of the district's 2,800 teachers supporting NTA's request that the board have a single negotiating agent selected to represent the district's teaching staff.

The petitions are a dramatic follow-up to this year's difficult, but successful salary negotiations by NTA. In its initial conversations at private meetings with the board, NTA asked a new salary scale $500 higher at all levels as the first step toward its ultimate salary goal, a scale of $6,000 to $13,000.

The board said "No," offered only a $300 increase in the salary scale and adopted a budget with funds limited to that amount.

Undaunted, NTA and NJEA representatives approached Newark's new mayor, Hugh Addonizio. In a meeting of its own with top city officials, NTA pressed for the additional $200 and found agreement that $790,000 could be added to the school budget to make this possible.

The board changed its budget. The final Newark salary plan gives $800 raises next year to teachers below maximum, and $600 raises to teachers at the top. Newark's new minimum will be $5,300 for bachelor degree holders.

This complete, "leave-no-stone-unturned" approach is typical of what is happening in NJEA-supported teacher appeals throughout the state. By having the resources and know-how, NJEA is helping teachers in New Jersey school districts make significant progress in economic and professional status. These successes are even more gratifying when we consider the tremendous financial difficulties imposed on many districts as a result of New Jersey's unbalanced reliance on property taxes for school support.

New York Teachers

New Jersey teachers have been watching their fellow-teachers in New York City and have been learning some important lessons from their difficulties with negotiations. While teachers there achieved a substantial salary increase last year, they also ended with a completely inadequate basis for negotiations. The agreement with the board no longer allows them to confront the board directly but forces them to deal with a board employee, who, as personnel negotiator, ranks below the assistant superintendent. She is an intermediary and has no real status or authority to make commitments.

The New York City board also controls the time for negotiations and so far this year has refused to consider any teacher requests until after it knows its budget figures.

Finally, the agreement which the teachers got into last year is filled with qualifying clauses. Conditions were promised "subject to administrative convenience" and "subject to budgetary allowance."

Thus, New Jersey teachers are learning that to have true negotiations, which respect their status as professional persons, there must be a procedure by which teacher representatives and board of education representatives meet face-to-face. They should sit together around a conference table as often as necessary. All parties should be able to itemize their requests for improvements, present supporting factual evidence, persuasively argue their cause, and work in good faith toward acceptable agreements. In addition to requiring these direct meetings with the board, it is also significant that NJEA's principles call for the top school administrator — the superintendent — to be involved in all proceedings to advise both groups in accordance with his best professional judgment. Anyone in New Jersey would also assume that effective negotiations have to come **before** budget-making time and that upon agreement teachers and the board both share the responsibility for defending the district's adopted budget before the public.

Teacher-Board Impasse

Finally, New Jersey professional leaders are well aware that some means must be found to resolve an impasse in teacher-board negotiations when it develops. Such unresolved situations may leave teachers no other alternative but to apply some sanction. Utah Education Association members this year have had to refuse to renew contracts because of a statewide stalemate over school finance. Last year, California teachers were asked not to file applications in a district. In New York City, teachers demonstrated the seriousness of their situation by actually closing school for a day.

We have only to look at the recent experience in the newspaper industry to know that such "last resort" efforts, while sometimes the only way for persons to maintain their self-respect under impossible conditions, are no guarantee of profitable results.

There must be an alternative for ending such an impasse. In its approach to professional negotiations, the NJEA is calling for third-party machinery which will make it possible for teacher and board representatives to mediate their differences. Included in legislation which NJEA is now considering is a section establishing such a mediation service within the State Department of Education to handle problems involving school personnel disputes. This bill will specifically prevent such issues being handled before the State Labor Mediation Board or otherwise becoming entangled in restrictive labor relations machinery.

Through this approach, the profession expects boards of education everywhere to establish reasonable personnel policies which respect the importance and dignity of the teacher. We also

(Continued on Page 8)

MONTCLAIR STATE MAKES MUSIC IN ITS MODERN MUSIC BUILDING!

The Music Department of Montclair State College moved into its quarter of a million dollar building last September. Located just north of the Memorial Auditorium, on an imposing site overlooking a panorama of New Jersey east to New York City, you can see the skyline of Manhattan on a clear day; at night the view is breathtaking. The new building contains a modern recital hall, an excellent rehearsal room for band and orchestra, a large choral rehearsal room for the college choirs and the opera workshop, 16 practice rooms for the use of students, 9 teaching studios, classrooms, a departmental office, and a library-study room which is being equipped with the most modern listening facilities.

With the availability of the new building, the students have brought two new fraternities to the campus: the 200th chapter of Phi Mu Alpha Sinfonia (Lambda Mu Chapter) a national professional music fraternity for men; and Sigma Alpha Iota (Delta Delta Chapter) a national professional music fraternity for women. For many years, the Music Department has sponsored an active chapter of the Music Educators' National Conference. In addition, the Music Organizations Commission brings to MSC the finest professional talent available, and helps to underwrite the performances of the student organizations. Each of these groups brings much to the campus musical life by organizing, preparing, and performing programs, recitals, lectures, festivals, and workshops of a highly professional nature.

Music students, upon graduation, are certified to teach in the New Jersey school systems from kindergarten through the 12th grade in either a vocal or an instrumental emphasis. Montclair State offers to the future classroom music teacher, the finest in teacher education in New Jersey and the academic part of the curriculum includes liberal arts, humanities and the sciences plus professional education courses. The demonstration high school on the campus is available for regular observation. A four week supervised practice teaching course in the field in the Senior year, is also a part of the comprehensive curriculum.



Private instruction in a primary instrument and class instruction in a secondary instrument is offered.

The students of the Music Department are dedicated young men and women. They are extremely busy and work diligently to perfect their musical art. They spend many hours in rehearsal and performance for the varied programs and recitals for the college. And in addition they compete satisfactorily in the academic field for grades and point averages to meet the high standards of Montclair State College.

The music faculty of Montclair State strives to educate the finest classroom music teacher possible. The distinguished professors have studied at the leading conservatories of the world, where they have been recipients of awards, scholarships, fellowships, and prizes: at the American Conservatory in Paris, the Santa Cecilia Conservatory in Rome, the Giuseppe Verdi Conservatory in Milan, the Fontainbleau School of Music in France and lecture attendance in London, Rome, and Paris, through the Ecole Libre des Hautes Etudes, and leading American Conservatories, Colleges, and Universities. The faculty is very active in the musical life of the State of New Jersey. They are sought after as soloists, conductors, lecturers, and ensemble performers throughout the state. They also take active roles in those organizations which enhance the importance of music, and bring the finest in music to New Jersey.

The new music building and enlarged faculty may encourage more music electives for the general student of the college and encourage them to participate in the performing ensembles. Educators of high reputation recognize that music study has contributed much to the development of scientific and logical approaches to problem solving; Dr. Hobart Sommers, of Chicago's public schools, recommends the study of musical instruments for science students and contends that learning to play a musical instrument helps to develop many desirable qualities, among them: concentration, coordination, perseverance, mental discipline and cooperation; Dr. James B. Conant, Harvard's former president, believes that music should be one of the subjects required of all high school students, regardless of intelligence quotients.

There has long been a need for a Master of Music Education degree program in northern New Jersey. Montclair State has such a program in the planning stage with prospects of beginning implementation in the Fall of 1963. This will be welcome relief for the busy music educator who now must travel to New York City for such study.

President Partridge has voiced his desire to see Montclair State emerge as a center for cultural activities of all kinds, designed to serve the students, the alumni, and the general public. The new music building is a step in this direction.

Travel

(Continued from Page 4)

and the cost will be $1,199 (based on lower group fare rates) including tuition and most meals.

Another unusual Montclair field trip is entitled "Discover the South Seas." It will cover Hawaii, Australia, New Zealand, New Guinea, Papua, New Caledonia, Isle of Pines, Moorea, Tonga, Samoa and Tahiti. It will be led by Edgar C. Bye, Associate Professor of Social Studies and Coordinator of the Bureau of Field Studies. The tour will last seven weeks and will yield six graduate or undergraduate credits. The cost will be $2,870 from San Francisco, including tuition and most meals. There is a possibility that the price may be reduced for NEA members if the new group rates are approved by the U.S. Government.

Both of these tours will be given by Montclair State College in cooperation with the Travel Division of the National Education Association which has completed all the travel arrangements. They may be taken for credit or non-credit and all travel-minded people are welcome. After thirty years of experience with educational travel we can assure everyone that he will not be disappointed. If interested in any of these three trips, write to Edgar C. Bye, Bureau of Field Studies, Montclair State College, Upper Montclair, New Jersey, for complete information.

Negotiations

(Continued from Page 6)

expect written personnel codes, lunch time for the teacher (like everyone else in our society), time for the teacher to teach and use his skills, and provision for others to do the housecleaning, bookkeeping, banking and other clerical chores.

The result, we are sure, will be a teacher honored and respected, a public enthusiastic and grateful — and best of all a system of education in which each and every school child profits.

FOREIGN LANGUAGE: DEMONSTRATED COMPETENCY IS OUR GOAL

by Dr. Delvin L. Covey
Chairman, Foreign Language Department

The post war era has been marked by the emergence of the United States as the leader of the non-Communist world. This new role has brought more Americans than ever into contact with foreign languages and cultures. Through a knowledge of the language this contact can develop into understanding. Certainly understanding is the need of our times, if mankind is to survive and move to higher levels.

This problem presents a new challenge for American education, because it is in American schools that the multilingual, internationally-oriented citizens of tomorrow must be trained. Fortunately, educators have realized this new need, and the role of foreign languages in American education is clearly established.

The Montclair State College Foreign Language program emphasizes that the study of language is a discipline with two major areas: the study of language itself, and the understanding of human behavior. Hence, we feel that it is vitally important that teachers of foreign languages be adequately prepared. Adequate preparation means, to us, demonstrated competency—not a number of credit hours earned in the field. To the end that our students may gain this competency, our curriculum is under constant review. In all courses, where applicable, emphasis is given to geography, history, economic and social institutions of the countries whose language the student plans to teach. Although the study of the culture of a foreign country has been included as part of his professional preparation, we urge him to avail himself, as often as possible, of the opportunity to travel abroad and to attend those functions which offer outstanding opportunities for study in this cultural area. For it is only by a continuing study that the teacher of a foreign language can retain his competency.

At Montclair State College we offer a major of thirty-three credit hours in French, Latin and Spanish with a number of elective hours to give depth to the program. At the present time almost one-sixth of the student body are majors in these languages. Obviously this number will increase as American educators and public become increasingly aware of the fact that more and more people must develop a knowledge of language which permits accurate communication. Before Montclair State College can meet this challenge we must have a considerably larger staff. Additions to the staff must be as adequate in their own preparation and in their ability to prepare others to teach a foreign language as are those currently charged with this responsibility.

Accurate communication which is a goal stressed for today's student of foreign language implies competency in listening comprehension, speaking, reading, writing, language analysis and culture. The necessity for a highly effective staff is obvious. Equally obvious is the fact that classes must be restricted in size, if each student is to derive maximum benefit from his participation. Further, faculty members must not be so hamstrung with other assignments that they cannot spend several hours each week with the students. By this practice the student will gain the ability to follow closely and with ease all types of standard speech on a variety of subjects. In addition this closer contact will enable him to approximate native speech in vocabulary, intonation and pronunciation.

A staff alone will not solve all the problems, however. We must have space and equipment. The present language laboratory will have to be expanded. We will need more classrooms and office space. If we are to give our students the benefit of our own years of experience, we should have a materials and workshop center. Surely not the least of our needs is a theatre for lectures, demonstrations, plays, concerts.

As stated above, we feel that our students must demonstrate competency in areas other than listening, comprehension and speaking. They should be able to read with ease and accuracy of understanding materials of considerable difficulty. They should be able to write with ease of expression and some feeling for the style of the language. Because they are preparing for the teaching of a foreign language we feel that they must be able to analyze their language and apply this linguistic knowledge to the language-teaching



Language Laboratory speeds learning process. Lab is open for visitation by language teachers.

situation. Each year finds new methods and new techniques. Hence we stress as part of their professional preparation, a mastery of recognized teaching methods and the ability to experiment with and evaluate new methods and techniques.

Though our primary object in a single purpose institution is the preparation of teachers, we do not concentrate on ourselves. We offer a minor program in each of the major languages and in German. Thus a student from another discipline may take a minor in a foreign language and benefit, to that extent, with our own students in an understanding of other people and other cultures through a study of their language. In addition we offer courses at the elementary and intermediate levels for those students who have an interest in learning a language but do not have the time to pursue this interest in depth.

Today most institutions of higher learning offer a series of courses which are designed to enrich the student's general background. The foreign language department at Montclair State offers a course in the foundations of language for this purpose. Required of all students, it emphasizes the philological and linguistic aspects of language.

Because one's study in the field of foreign language can never cease, we offer graduate work in the major languages which may lead to a Master of Arts degree for some students and which may provide in-service preparation for others. Prior to World War II the graduate program was fully operative. During the war years, however, the offerings had to be limited. At the present time we are in process of reactivating the program so that we may assume our responsibility to those teachers in the state who realize, with us, that undergraduate preparation is not enough. A unique feature of our program is the fact that Montclair State College students who have completed their third year of undergraduate work may go abroad to study at a foreign university for a year and apply the credit earned abroad to a Master of Arts degree at Montclair after they have taken their baccalaureate degree. Scholarships in the name of Margaret B. Holz are available to a limited number of students who wish to take advantage of this part of our program.

As a final comment I re-emphasize the fact that we of the Department of Foreign Languages are dedicated to the task of preparing teachers of foreign language. Preparation—not training—is our goal. For training leads to certification which is based upon a number of credit hours. This is a practice we deplore!

NATIONAL SCIENCE FOUNDATION AT MONTCLAIR STATE COLLEGE

By

DR. MAX A. SOBEL, '47

Professor of Mathematics, Montclair State College

Throughout the country today there is a growing concern on the part of teachers, administrators, and the general public over the emerging curriculum in mathematics in our schools. This new curricula is in evidence at every level from kindergarten through college, and has been described as a "revolution" in mathematics. However, laymen and teachers alike are asking "What is this fuss all about? Why is revision necessary? What is wrong with the mathematics we have been studying and teaching all these years?"

One answer to these questions is that our schools have simply not been able to keep up with the tremendous growth of modern technology. More new mathematics has been discovered in the past fifty years than all of the preceding centuries put together! Our school mathematics programs need to be changed to meet the needs of the second half of the twentieth century.

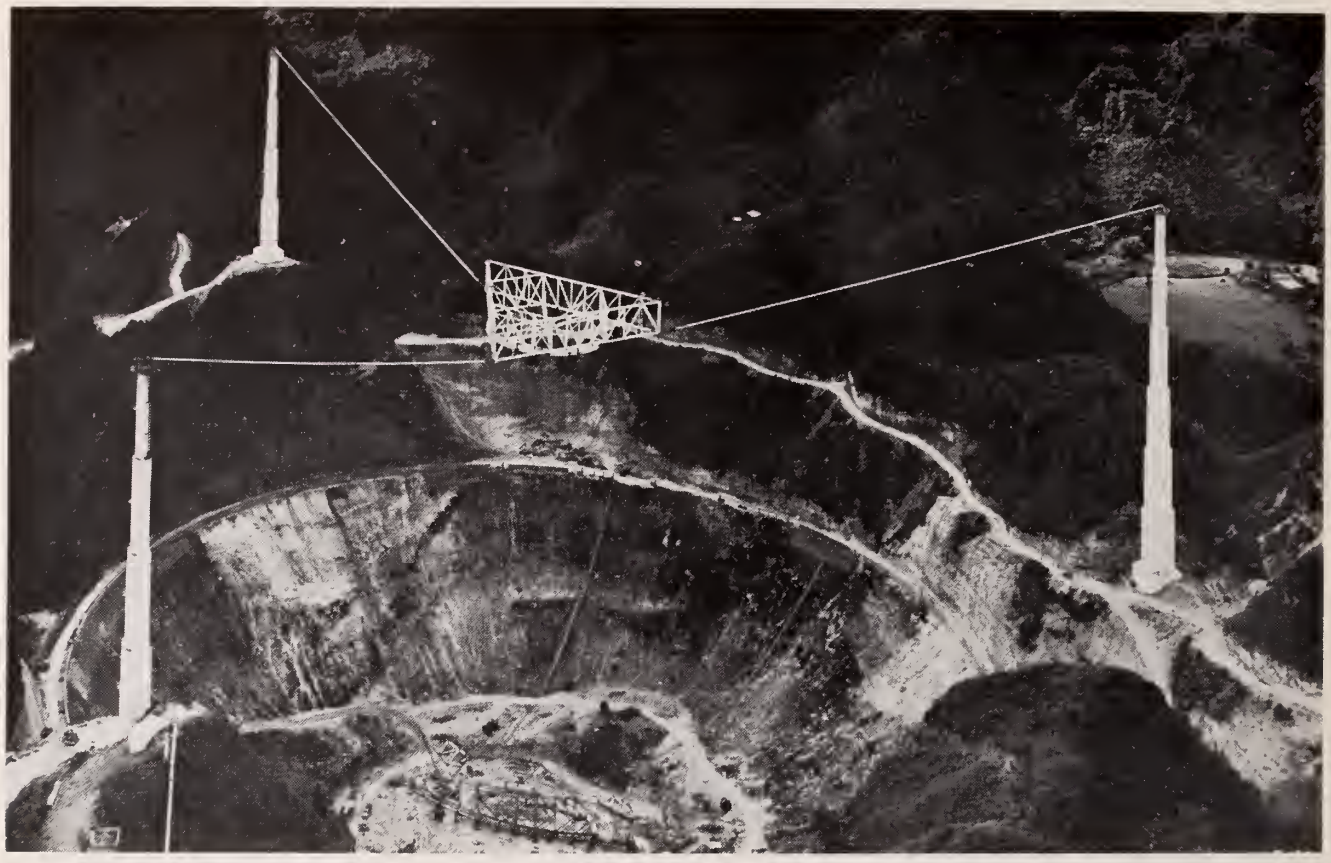


It is difficult, if not impossible, to describe the nature of change in a few words. Some of the change consists of the introduction of new topics in elementary and secondary school mathematics which had never been taught there before. Part of the change consists of a unification of topics such as teaching plane, solid, and analytic geometry in the tenth grade. There is less emphasis on certain topics, such as computation with logarithms. There is an increased emphasis on other topics, such as the use of absolute value, inequalities, and proof in secondary algebra. Certain unifying concepts are used which pervade all of mathematics — such as the concept of a set. There is increased attention given in the elementary grades to the rationalization of the fundamental operations.

New textbooks have been written by various groups, subsidized in many cases by the national government. Thus, for example, the School Mathematics Study Group received approximately five million dollars in federal grants to write sample textbooks in grades K through 12 which present these various new ideas in the mathematics curriculum.

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Dr. Gordon, Citation Award Winner, '62, Reports Progress At Arecibo



In Spring of 1962, the concrete towers for the world's largest antenna reflector are completed.

by DR. W. E. GORDON, '39

Director, Arecibo Ionospheric Observatory, Arecibo, Puerto Rico

Major construction during the past year at Arecibo, climaxed by the raising of the 500 ton feed support structure in two large pieces, advanced the progress on the world's largest antenna reflector and clears the way for the last big construction item, the installation of the reflector surface.

In the Spring of 1962 the concrete towers (see photograph) were finished. By December the triangular platform had been assembled on the ground and raised into position. The platform provides a rigid support for the antenna feed. The large rotating arm (photograph dated March 4, 1963) was assembled in the bowl and raised by early March 1963. The arm suspended from a circular track rotates about a vertical axis to provide antenna beam scanning in azimuth. The two small structures (photograph dated March 4) on the underside of the arm can be moved on tracks from the positions shown out to the end of the arm. This motion provides antenna beam scanning in elevation.

The bowl and particularly the ring outlining the bowl (shown in the spring photograph) provide the support for the fixed reflector of the antenna. The diameter of the reflector's aperture is 1000 feet, the largest under construction, or presently planned to our knowledge. The reflector,

WHAT RIGHT HAS THIS MAN...

HE HOLDS a position of power equaled by few occupations in our society.

His influence upon the rest of us—and upon our children—is enormous.

His place in society is so critical that no totalitarian state would (or does) trust him fully. Yet in our country his fellow citizens grant him a greater degree of freedom than they grant even to themselves.

He is a college teacher. It would be difficult to exaggerate the power that he holds.

- He originates a large part of our society's new ideas and knowledge.
- He is the interpreter and disseminator of the knowledge we have inherited from the past.
- He makes discoveries in science that can both kill us and heal us.
- He develops theories that can change our economics, our politics, our social structures.
- As the custodian, discoverer, challenger, tester, and interpreter of knowledge he then enters a classroom and tells our young people what he knows—or what he thinks he knows—and thus influences the thinking of millions.

What right has this man to such power and influence?

Who supervises him, to whom we entrust so much?

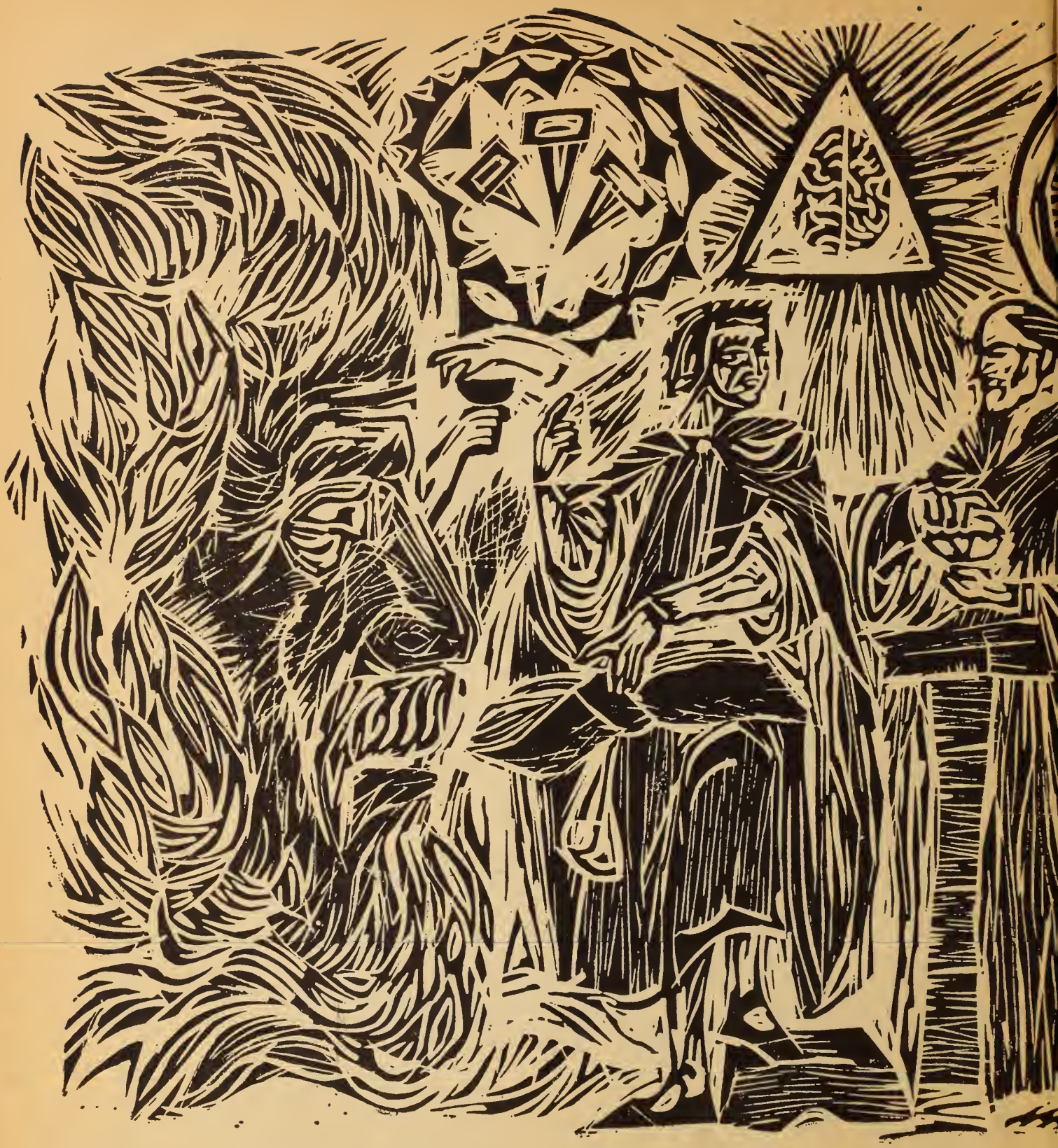
Do we the people? Do we, the parents whose children he instructs, the regents or trustees whose institutions he staffs, the taxpayers and philanthropists by whose money he is sustained?

On the contrary: We arm him with safeguards *against* our doing so.

What can we be thinking of, to permit such a system as this?



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Having ideas, and disseminating them, is a risky business. It has always been so—and therein lies a strange paradox. The march of civilization has been quick or slow in direct ratio to the production, testing, and acceptance of ideas; yet virtually all great ideas were opposed when they were introduced. Their authors and teachers have been censured, ostracized, exiled, martyred, and crucified—



usually because the ideas clashed with an accepted set of beliefs or prejudices or with the interests of a ruler or privileged class.

Are we wiser and more receptive to ideas today? Even in the Western world, although methods of punishment have been refined, the propagator of a new idea may find himself risking his social status, his political acceptability, his job, and hence his very livelihood.

For the teacher: special risks, special rights

NORMALLY, in our society, we are wary of persons whose positions give them an opportunity to exert unusual power and influence.

But we grant the college teacher a degree of freedom far greater than most of the rest of us enjoy.

Our reasoning comes from a basic fact about our civilization:

Its vitality flows from, and is sustained by, *ideas*.

Ideas in science, ideas in medicine, ideas in politics. Ideas that sometimes rub people the wrong way. Ideas that at times seem pointless. Ideas that may alarm, when first broached. Ideas that may be so novel or revolutionary that some persons may propose that they be suppressed. Ideas—all sorts—that provide the sinews of our civilization.

They will be disturbing. Often they will irritate.

But the more freely they are produced—and the more rigorously they are tested—the more surely will our civilization stay alive.



THIS IS THE THEORY. Applying it, man has developed institutions for the specific purpose of incubating, nourishing, evaluating, and spreading ideas. They are our colleges and universities. As their function is unique, so is the responsibility with which we charge the man or woman who staffs them.

We give the college teacher the professional duty of pursuing knowledge—and of conveying it to others—with complete honesty and open-mindedness. We tell him to find errors in what we now know. We tell him to plug the gaps in it. We tell him to add new material to it.

We tell him to do these things without fear of the consequences and without favor to any interest save the pursuit of truth.

We know—and he knows—that to meet this responsibility may entail risk for the college teacher. The knowledge that he develops and then teaches to others will frequently produce ground-shaking results.

It will lead at times to weapons that at the press of a button can erase human lives. Conversely, it will lead at other times to medical miracles that will *save* human lives. It may unsettle theology, as did Darwinian biology in the late 1800's, and as did countless other discoveries in earlier centuries. Conversely, it may confirm or strengthen the elements of one's faith. It will produce intensely personal results: the loss of a job to automation or, conversely, the creation of a job in a new industry.

Dealing in ideas, the teacher may be subjected to strong, and at times bitter, criticism. It may come from unexpected quarters: even the man or woman who is well aware that free research and education are essential to the common good may become understandably upset when free research and education affect his own livelihood, his own customs, his own beliefs.

And, under stress, the critics may attempt to coerce the teacher. The twentieth century has its own versions of past centuries' persecutions: social ostracism for the scholar, the withdrawal of financial support, the threat of political sanctions, an attempt to deprive the teacher of his job.

Wherever coercion has been widely applied—in Nazi Germany, in the Soviet Union—the development of ideas has been seriously curtailed. Were

such coercion to succeed here, the very sinews of our civilization would be weakened, leaving us without strength.

WE RECOGNIZE these facts. So we have developed special safeguards for ideas, by developing special safeguards for him who fosters ideas: the college teacher.

We have developed these safeguards in the calm (and civilized) realization that they are safeguards against our own impetuousness in times of stress. They are a declaration of our willingness to risk the consequences of the scholar's quest for truth. They are, in short, an expression of our belief that we should seek the truth because the truth, in time, shall make us free.

What the teacher's special rights consist of

THE SPECIAL FREEDOM that we grant to a college teacher goes beyond anything guaranteed by law or constitution.

As a citizen like the rest of us, he has the right to speak critically or unpopularly without fear of governmental reprisal or restraint.

As a teacher enjoying a *special* freedom, however, he has the right to speak without restraint not only from government but from almost any other source, including his own employer.

Thus—although he draws his salary from a college or university, holds his title in a college or university, and does his work at a college or university—he has an independence from his employer which in most other occupations would be denied to him.

Here are some of the rights he enjoys:

▸ He may, if his honest thinking dictates, expound views that clash with those held by the vast majority of his fellow countrymen. He will not be restrained from doing so.

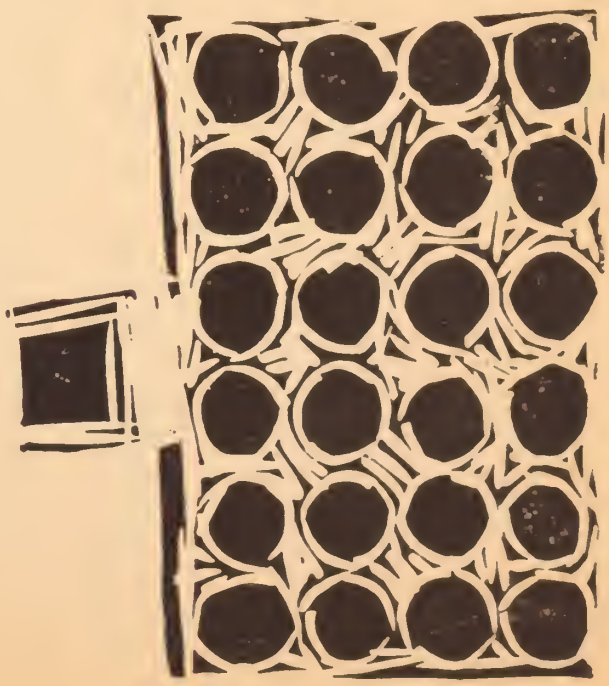
▸ He may, if his honest thinking dictates, publicly challenge the findings of his closest colleagues, even if they outrank him. He will not be restrained from doing so.

▸ He may, if his honest thinking dictates, make statements that oppose the views of the president of his college, or of a prominent trustee, or of a generous benefactor, or of the leaders of the state legislature. No matter how much pain he may bring to such persons, or to the college administrators entrusted with maintaining good relations with them, he will not be restrained from doing so.

Such freedom is not written into law. It exists on the college campus because (1) the teacher claims and enforces it and (2) the public, although wincing on occasion, grants the validity of the teacher's claim.

WE GRANT the teacher this special freedom for our own benefit.

Although "orthodox" critics of education frequently protest, there is a strong experimental emphasis in college teaching in this country. This emphasis owes its existence to several influences, including the utilitarian nature of our society; it is one of the ways in which our institu-



tions of higher education differ from many in Europe.

Hence we often measure the effectiveness of our colleges and universities by a pragmatic yardstick: Does our society derive a practical benefit from their practices?

The teacher's special freedom meets this test. The unfettered mind, searching for truth in science, in philosophy, in social sciences, in engineering, in professional areas—and then teaching the findings to millions—has produced impressive practical results, whether or not these were the original objectives of its search:

The technology that produced instruments of victory in World War II. The sciences that have produced, in a matter of decades, incredible gains in man's struggle against disease. The science and engineering that have taken us across the threshold of outer space. The dazzling progress in agricultural productivity. The damping, to an unprecedented degree, of wild fluctuations in the business cycle. The appearance and application of a new architecture. The development of a "scientific approach" in the management of business and of labor unions. The ever-increasing maturity and power of our historians, literary critics, and poets. The graduation of hundreds of thousands of college-trained men and women with the wit and skill to learn and broaden and apply these things.

Would similar results have been possible without campus freedom? In moments of national panic (as when the Russians appear to be outdistancing us in the space race), there are voices that suggest that less freedom and more centralized direction of our educational and research resources would be more "efficient." Disregard, for a moment, the fact that such contentions display an appalling ignorance and indifference about the fundamental philosophies of freedom, and answer them on their own ground. Weighed carefully, the evidence seems generally to support the contrary view. Freedom does work—quite practically.

Many point out that there are even more important reasons for supporting the teacher's special freedom than its practical benefits. Says one such person, the conservative writer Russell Kirk:

"I do not believe that academic freedom deserves preservation chiefly because it 'serves the community,' although this incidental function is important. I think, rather, that the principal importance of academic freedom is the opportunity it affords for the highest development of private reason and imagination, the improvement of mind and heart by the apprehension of Truth, whether or not that development is of any immediate use to 'democratic society'."

The conclusion, however, is the same, whether the reasoning is conducted on practical, philosophical, or religious grounds—or on all three: The unusual freedom claimed by (and accorded to) the college teacher is strongly justified.

"This freedom is immediately applicable only to a limited number of individuals," says the statement of principles of a professors' organization, "but it is profoundly important for the public at large. It safeguards the methods by which we explore the unknown and test the accepted. It may afford a key to open the way to remedies for bodily or social ills, or it may confirm our faith in the familiar. Its preservation is necessary if there is to be scholarship in any true sense of the word. The advantages accrue as much to the public as to the scholars themselves."

Hence we give teachers an extension of freedom—*academic* freedom—that we give to no other group in our society: a special set of guarantees designed to encourage and insure their boldness, their forthrightness, their objectivity, and (if necessary) their criticism of us who maintain them.



The idea works most of the time, but . . .



LIKE MANY good theories, this one works for most of the time at most colleges and universities. But it is subject to continual stresses. And it suffers occasional, and sometimes spectacular, breakdowns.

If past experience can be taken as a guide, at this very moment:

▸ An alumnus is composing a letter threatening to strike his alma mater from his will unless the institution removes a professor whose views on some controversial issue—in economics? in genetics? in politics?—the alumnus finds objectionable.

▸ The president of a college or university, or one of his aides, is composing a letter to an alumnus in which he tries to explain why the institution *cannot* remove a professor whose views on some controversial issue the alumnus finds objectionable.

▸ A group of liberal legislators, aroused by reports from the campus of their state university that a professor of economics is preaching fiscal conservatism, is debating whether it should knock some sense into the university by cutting its appropriation for next year.

▸ A group of conservative legislators is aroused by reports that another professor of economics is preaching fiscal liberalism. This group, too, is considering an appropriation cut.

▸ The president of a college, faced with a budgetary crisis in his biology department, is pondering whether or not he should have a heart-to-heart chat with a teacher whose views on fallout, set forth in a letter to the local newspaper, appear to be scaring away the potential donor of at least one million dollars.

▸ The chairman of an academic department, still smarting from the criticism that two colleagues leveled at the learned paper he delivered at the departmental seminar last week, is making up the new class schedules and wondering why the two upstarts wouldn't be just the right persons for those 7 a.m. classes which increased enrollments will necessitate next year.

▸ The educational board of a religious denomination is wondering why it should continue to permit the employment, at one of the colleges under its control, of a teacher of religion who is openly questioning a doctrinal pronouncement made recently by the denomination's leadership.

▸ The managers of an industrial complex, worried by university research that reportedly is linking their product with a major health problem, are wondering how much it might cost to sponsor university research to show that their product is *not* the cause of a major health problem.

Pressures, inducements, threats: scores of examples, most of them never publicized, could be cited each year by our colleges and universities.

In addition there is philosophical opposition to the present concept of academic freedom by a few who sincerely believe it is wrong. ("In the last analysis," one such critic, William F. Buckley, Jr., once wrote, "academic freedom must mean the freedom of men and women to supervise the educational activities and aims of the schools they oversee and support.") And, considerably less important and more frequent, there is opposition by emotionalists and crackpots.

Since criticism and coercion do exist, and since academic freedom has virtually no basis in law, how can the college teacher enforce his claim to it?

In the face of pressures, how the professor stays free

IN THE mid-1800's, many professors lost their jobs over their views on slavery and secession. In the 1870's and '80's, many were dismissed for their views on evolution. Near the turn of the century, a number lost their jobs for speaking out on the issue of Free Silver.

The trend alarmed many college teachers. Until late in the last century, most teachers on this side of the Atlantic had been mere purveyors of the knowledge that others had accumulated and written down. But, beginning around 1870, many began to perform a dual function: not only did they teach, but they themselves began to investigate the world about them.

Assumption of the latter role, previously performed almost exclusively in European universities, brought a new vitality to our campuses. It also brought perils that were previously unknown. As long as they had dealt only in ideas that were classical, generally accepted, and therefore safe, teachers and the institutions of higher learning did little that might offend their governing boards, their alumni, the parents of their students, the public, and the state. But when they began to act as investigators in new areas of knowledge, they found themselves affecting the status quo and the interests of those who enjoyed and supported it.

And, as in the secession, evolution, and silver controversies, retaliation was sometimes swift.

In 1915, spurred by their growing concern over such infringements of their freedom, a group of teachers formed the American Association of University Professors. It now has 52,000 members, in the United States and Canada. For nearly half a century an AAUP committee, designated as "Committee A," has been academic freedom's most active —and most effective—defender.

THE AAUP'S defense of academic freedom is based on a set of principles that its members have developed and refined throughout the organization's history. Its current statement of these principles, composed in collaboration with the Association of American Colleges, says in part:

"Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition."

The statement spells out both the teacher's rights and his duties:

"The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties . . .

"The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce . . . controversial matter which has no relation to his subject . . .

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

HOW CAN such claims to academic freedom be enforced? How can a teacher be protected against retaliation if the truth, as he finds it and teaches it, is unpalatable to those who employ him?

The American Association of University Profes-



sors and the Association of American Colleges have formulated this answer: permanent job security, or *tenure*. After a probationary period of not more than seven years, agree the AAUP and the AAC, the teacher's services should be terminated "only for adequate cause."

If a teacher were dismissed or forced to resign simply because his teaching or research offended someone, the cause, in AAUP and AAC terms, clearly would not be adequate.

The teacher's recourse? He may appeal to the AAUP, which first tries to mediate the dispute without publicity. Failing such settlement, the AAUP conducts a full investigation, resulting in a full report to Committee A. If a violation of academic freedom and tenure is found to have occurred, the committee publishes its findings in the association's *Bulletin*, takes the case to the AAUP membership, and often asks that the offending college or university administration be censured.

So effective is an AAUP vote of censure that most college administrators will go to great lengths to avoid it. Although the AAUP does not engage in boycotts, many of its members, as well as others in the academic profession, will not accept jobs in censured institutions. Donors of funds, including many philanthropic foundations, undoubtedly are influenced; so are many parents, students, alumni, and present faculty members. Other organizations, such as the American Association of University Women, will not recognize a college on the AAUP's censure list.

As the present academic year began, eleven institutions were on the AAUP's list of censured administrations. Charges of infringements of academic freedom or tenure were being investigated on fourteen other campuses. In the past three years, seven institutions, having corrected the situations which had led to AAUP action, have been removed from the censure category.

Has the teacher's freedom no limitations?

HOW SWEEPING is the freedom that the college teacher claims?

Does it, for example, entitle a member of the faculty of a church-supported college or university openly to question the existence of God?

Does it, for example, entitle a professor of botany to use his classroom for the promulgation of political beliefs?

Does it, for example, apply to a Communist?

There are those who would answer some, or all, such questions with an unqualified Yes. They would argue that academic freedom is absolute. They would say that any restriction, however it may be rationalized, effectively negates the entire academic-freedom concept. "You are either free or not free," says one. "There are no halfway freedoms."

There are others—the American Association of University Professors among them—who say that freedom *can* be limited in some instances and, by definition, *is* limited in others, without fatal damage being done.



Restrictions at church-supported colleges and universities

The AAUP-AAC statement of principles of academic freedom implicitly allows religious restrictions:

"Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of [the teacher's] appointment . . ."

Here is how one church-related university (Prot-

estant) states such a "limitation" to its faculty members:

"Since X University is a Christian institution supported by a religious denomination, a member of its faculty is expected to be in sympathy with the university's primary objective—to educate its students within the framework of a Christian culture. The rights and privileges of the instructor should, therefore, be exercised with discretion and a sense of loyalty to the supporting institution . . . The right of dissent is a correlative of the right of assent. Any undue restriction upon an instructor in the exercise of this function would foster a suspicion of intolerance, degrade the university, and set the supporting denomination in a false light before the world."

Another church-related institution (Roman Catholic) tells its teachers:

"While Y College is operated under Catholic auspices, there is no regulation which requires all members of the faculty to be members of the Catholic faith. A faculty member is expected to maintain a standard of life and conduct consistent with the philosophy and objectives of the college. Accordingly, the integrity of the college requires that all faculty members shall maintain a sympathetic attitude toward Catholic beliefs and practices, and shall make a sincere effort to appreciate these beliefs and practices. Members of the faculty who are Catholic are expected to set a good example by the regular practice of Catholic duties."

A teacher's "competence"

By most definitions of academic freedom, a teacher's rights in the classroom apply only to the field in which he is professionally an expert, as determined by the credentials he possesses. They do not extend to subjects that are foreign to his specialty.

". . . He should be careful," says the American Association of University Professors and the Association of American Colleges, "not to introduce into his teaching controversial matter which has no relation to his subject."

Hence a professor of botany enjoys an undoubted freedom to expound his botanical knowledge, however controversial it might be. (He might discover, and teach, that some widely consumed cereal grain, known for its energy-giving properties, actually is of little value to man and animals, thus causing consternation and angry outcries in Battle Creek. No one on the campus is likely to challenge his right to do so.) He probably enjoys the right to comment, from a botanist's standpoint, upon a conservation bill pending in Congress. But the principles of academic freedom might not entitle the botanist to take



a classroom stand on, say, a bill dealing with traffic laws in his state.

As a private citizen, of course, off the college campus, he is as free as any other citizen to speak on whatever topic he chooses—and as liable to criticism of what he says. He has no special privileges when he acts outside his academic role. Indeed, the AAUP-AAC statement of principles suggests that he take special pains, when he speaks privately, not to be identified as a spokesman for his institution.

HENCE, at least in the view of the most influential of teachers' organizations, the freedom of the college teacher is less than absolute. But the limitations are established for strictly defined purposes: (1) to recognize the religious auspices of many colleges and universities and (2) to lay down certain ground rules for scholarly procedure and conduct.

In recent decades, a new question has arisen to haunt those who would define and protect academic freedom: the problem of the Communist. When it began to be apparent that the Communist was not simply a member of a political party, willing (like other political partisans) to submit to established democratic processes, the question of his eligibility to the rights of a free college teacher was seriously posed.

So pressing—and so worrisome to our colleges and universities—has this question become that a separate section of this report is devoted to it.

The Communist: a special case?

SHOULD A Communist Party member enjoy the privileges of academic freedom? Should he be permitted to hold a position on a college or university faculty?

On few questions, however "obvious" the answer may be to some persons, can complete agreement be found in a free society. In a group as conditioned to controversy and as insistent upon hard proof as are college teachers, a consensus is even more rare.

It would thus be a miracle if there were agreement on the rights of a Communist Party member to enjoy academic privileges. Indeed, the miracle has not yet come to pass. The question is still warmly debated on many campuses, even where there is not a Communist in sight. The American Association of University Professors is still in the process of defining its stand.

The difficulty, for some, lies in determining whether or not a communist teacher actually propagates his beliefs among students. The question is asked, Should a communist gym instructor, whose utterances to his students are confined largely to the hup-two-three-four that he chants when he leads the calisthenics drill, be summarily dismissed? Should a chemist, who confines his campus activities solely to chemistry? Until he overtly preaches communism, or permits it to taint his research, his writings, or his teaching (some say), the Communist should enjoy the same rights as all other faculty members.

Others—and they appear to be a growing number—have concluded that proof of Communist Party membership is in itself sufficient grounds for dismissal from a college faculty.

To support the argument of this group, Professor Arthur O. Lovejoy, who in 1913 began the movement that led to the establishment of the AAUP, has quoted a statement that he wrote in 1920, long before communism on the campus became a lively issue:

"Society . . . is not getting from the scholar the particular service which is the principal *raison d'être* of his calling, unless it gets from him his honest report of what *he* finds, or believes, to be true, after careful study of the problems with which he deals. Insofar, then, as faculties are made up of men whose teachings express, *not* the results of their own research and reflection and that of their fellow-specialists, but rather the opinions of other men—whether holders of public office or private persons from whom endowments are received—just so far are colleges and universities perverted from their proper function . . ."

(His statement is the more pertinent, Professor Lovejoy notes, because it was originally the basis of "a criticism of an American college for accepting from a 'capitalist' an endowment for a special professorship to be devoted to showing 'the fallacies of socialism and kindred theories and practices.' I have now added only the words 'holders of public office.' ")

Let us quote Professor Lovejoy at some length, as he looks at the communist teacher today:

"It is a very simple argument; it can best be put, in the logician's fashion, in a series of numbered theorems:

"1. Freedom of inquiry, of opinion, and of teaching in universities is a prerequisite, if the academic scholar is to perform the proper function of his profession.

"2. The Communist Party in the United States is an organization whose aim is to bring about the establishment in this country of a political as well as an economic system essentially similar to that which now exists in the Soviet Union.

"3. That system does not permit freedom of inquiry, of opinion, and of teaching, either in or outside of universities; in it the political government claims and exercises the right to dictate to scholars what conclusions they must accept, or at least profess to accept, even on questions lying within their own specialties—for example, in philosophy, in history, in aesthetics and literary criticism, in economics, in biology.

"4. A member of the Communist Party is therefore engaged in a movement which has already extinguished academic freedom in many countries and would—if it were successful here—result in the abolition of such freedom in American universities.

"5. No one, therefore, who desires to maintain



academic freedom in America can consistently favor that movement, or give indirect assistance to it by accepting as fit members of the faculties of universities, persons who have voluntarily adhered to an organization one of whose aims is to abolish academic freedom.

"Of these five propositions, the first is one of principle. For those who do not accept it, the conclusion does not follow. The argument is addressed only to those who do accept that premise. The second, third, and fourth propositions are statements of fact. I submit that they cannot be honestly gainsaid by any who are acquainted with the relevant facts . . .

"It will perhaps be objected that the exclusion of communist teachers would itself be a restriction upon freedom of opinion and of teaching—*viz.*, of the opinion and teaching that intellectual freedom should be abolished in and outside of universities; and that it is self-contradictory to argue for the restriction of freedom in the name of freedom. The argument has a specious air of logicality, but it is in fact an absurdity. The believer in the indispensability of freedom, whether academic or political, is not thereby committed to the conclusion that it is his duty to facilitate its destruction, by placing its enemies in strategic positions of power, prestige, or influence . . . The conception of freedom is not one which implies the legitimacy and inevitability of its own suicide. It is, on the contrary, a conception which, so to say, defines the limit of its own applicability; what it implies is that there is *one* kind of freedom which is inadmissible—the freedom to destroy freedom. The defender of liberty of thought and speech is not morally bound to enter the fight with both hands tied behind his back. And those who would deny such freedom to others, if they could, have no moral or logical basis for the claim to enjoy the freedom which they would deny . . .

"In the professional code of the scholar, the man of science, the teacher, the first commandment is: Thou shalt not knowingly misrepresent facts, nor tell lies to students or to the public. Those who not merely sometimes break this commandment, but repudiate any obligation to respect it, are obviously disqualified for membership in any body of investigators and teachers which maintains the elementary requirements of professional integrity.

"To say these things is not to say that the economic and even the political doctrines of communism should not be presented and freely discussed within academic walls. To treat them simply as 'dangerous thought,' with which students should not be permitted to have any contact, would give rise to a plausible suspicion that they are taboo because they would, if presented, be all too convincing; and out of that suspicion young Communists are bred. These doctrines, moreover, are historical facts; for better or worse, they play an immense part in the intellectual and political controversies of the present age. To deny to students means of learning accurately what they are, and of reaching informed judgments about them, would be to fail in one of the major pedagogic obligations of a university—to enable students to understand the world in which they will live, and to take an intelligent part in its affairs . . ."

IF EVERY COMMUNIST admitted he belonged to the party—or if the public, including college teachers and administrators, somehow had access to party membership lists—such a policy might not be difficult to apply. In practice, of course, such is not the case. A two-pronged danger may result: (1) we may not "spot" all Communists, and (2) unless we are very careful, we may do serious injustice to persons who are not Communists at all.

What, for example, constitutes proof of Communist Party membership? Does refusal to take a loyalty oath? (Many *non*-Communists, as a matter of principle, have declined to subscribe to "discriminatory" oaths—oaths required of one group in society, *e.g.*, teachers, but not of others.) Does invoking the Fifth Amendment? Of some 200 dismissals from college and university faculties in the past fifteen years, where communism was an issue, according to AAUP records, most were on grounds such as these. Only a handful of teachers were incontrovertibly proved, either by their own admission or by other hard evidence, to be Communist Party members.

Instead of relying on less-than-conclusive evidence of party membership, say some observers, we would be wiser—and the results would be surer—if we were to decide each case by determining whether the teacher has in fact violated his trust. Has he been intellectually dishonest? Has he misstated facts? Has he published a distorted bibliography? Has he preached a party line in his classroom? By such a determination we would be able to bar the practicing Communist from our campuses, along with all others guilty of academic dishonesty or charlatanry.

How can the facts be established?

As one who holds a position of unusual trust, say most educators (including the teachers' own organization, the AAUP), the teacher has a special obligation: if responsible persons make serious charges against his professional integrity or his intellectual honesty, he should be willing to submit to examination by his colleagues. If his answers to the charges are unsatisfactory—evasive, or not in accord with evidence—formal charges should be brought against him and an academic hearing, conducted according to due process, should be held. Thus, say many close observers of the academic scene, society can be sure that justice is done—both to itself and to the accused.

Is the college teacher's freedom in any real jeopardy?

HOW FREE is the college teacher today? What are his prospects for tomorrow? Either here or on the horizon, are there any serious threats to his freedom, besides those threats to the freedom of us all?

Any reader of history knows that it is wise to adopt the view that freedom is *always* in jeopardy. With such a view, one is likely to maintain safeguards. Without safeguards, freedom is sure to be eroded and soon lost.

So it is with the special freedom of the college teacher—the freedom of ideas on which our civilization banks so much.

Periodically, this freedom is buffeted heavily. In part of the past decade, the weather was particularly stormy. College teachers were singled out for

Are matters of academic freedom easy Try handling some of these

You are a college president.

Your college is your life. You have thrown every talent you possess into its development. No use being modest about it: your achievements have been great.

The faculty has been strengthened immeasurably. The student body has grown not only in size but in academic quality and aptitude. The campus itself—dormitories, laboratories, classroom buildings—would hardly be recognized by anyone who hasn't seen it since before you took over.

Your greatest ambition is yet to be realized: the construction of a new library. But at last it seems to be in sight. Its principal donor, a wealthy man whom you have cultivated for years, has only the technicalities—but what important technicalities!—to complete: assigning to the college a large block of securities which, when sold, will provide the necessary $3,000,000.

This afternoon, a newspaper reporter stopped you as you crossed the campus. "Is it true," he asked, "that John X, of your economics department, is about to appear on coast-to-coast television advocating deficit spending as a cornerstone of federal fiscal policy? I'd like to do an advance story about it, with your comments."

You were not sidestepping the question when you told the reporter you did not know. To tell the truth, you had never met John X, unless it had been for a moment or two of small-talk at a faculty tea. On a faculty numbering several hundred, there are bound to be many whom you know so slightly that you might not recognize them if they passed you on the street.

Deficit spending! Only last night, your wealthy library-donor held forth for two hours at the dinner table on the immorality of it. By the end of the evening, his words were almost choleric. He phoned this morning to apologize. "It's the one subject I get rabid about," he said. "Thank heavens you're not teaching that sort of thing on *your* campus."

You had your secretary discreetly check: John X's telecast is scheduled for next week. It will be at least two months before you get those library funds. There is John X's extension number, and there is the telephone. And there are your lifetime's dreams.

Should you . . .?

You are a university scientist.

You are deeply involved in highly complex research. Not only the equipment you use, but also the laboratory assistance you require, is expensive. The cost is far more than the budget of your university department could afford to pay.

So, like many of your colleagues, you depend upon a governmental agency for most of your financial support. Its research grants and contracts make your work possible.

But now, as a result of your studies and experiments, you have come to a conclusion that is diametrically opposite to that which forms the official policy of the agency that finances you—a policy that potentially affects the welfare of every citizen.

You have outlined, and documented, your conclusion forcefully, in confidential memoranda. Responsible officials believe you are mistaken; you are certain you are not. The disagreement is profound. Clearly the government will not accept your view. Yet you are convinced that it is so vital to your country's welfare that you should not keep it to yourself.

You are a man of more than one heavy responsibility, and you feel them keenly. You are, of course, responsible to your university. You have a responsibility to your colleagues, many of whose work is financed similarly to yours. You are, naturally, responsible to your country. You bear the responsibility of a teacher, who is expected to hold back no knowledge from his students. You have a responsibility to your own career. And you feel a responsibility to the people you see on the street, whom you know your knowledge affects.

Loyalties, conscience, lifetime financial considerations: your dilemma has many horns.

Should you . . .?

You are a business man.

You make toothpaste. It is good toothpaste. You maintain a research department, at considerable expense, to keep it that way.

A disturbing rumor reached you this morning. Actually, it's more than a rumor; you could class it as a well-founded report. The dental school of a famous university is about to publish the results of a study of toothpastes. And, if your informant had the facts straight, it can do nothing but harm to your current selling campaign.

You know the dean of the dental school quite well. Your company, as part of its policy of supporting good works in dental science, has been a regular and substantial contributor to the school's development fund.

It's not as if you were thinking of suppressing anything; your record

to solve? problems.

of turning out a good product—the best you know—is ample proof of that. But if that report were to come out now, in the midst of your campaign, it could be ruinous. A few months from now, and no harm would be done.

Would there be anything wrong if you . . .?

Your daughter is at State.

You're proud of her; first in her class at high school; pretty girl; popular; extraordinarily sensible, in spite of having lots of things to turn her head.

It was hard to send her off to the university last fall. She had never been away from the family for more than a day or two at a time. But you had to cut the apron-strings. And no experience is a better teacher than going away to college.

You got a letter from her this morning. Chatty, breezy, a bit sassy in a delightful way. You smiled as you read her youthful jargon. She delights in using it on you, because she remembers how you grimaced in mock horror whenever you heard it around the house.

Even so, you turned cold when you came to the paragraph about the sociology class. The so-called scientific survey that the professor had made of the sexual behavior of teen-agers. This is the sort of thing Margie is being taught at State? You're no prude, but . . . You know a member of the education committee of the state legislature. Should you . . .? And on the coffee table is the letter that came yesterday from the fund-raising office at State; you were planning to write a modest check tonight. To support more sociology professors and their scientific surveys? Should you . . .?

special criticism if they did not conform to popular patterns of thought. They, and often they alone, were required to take oaths of loyalty—as if teachers, somehow, were uniquely suspect.

There was widespread misunderstanding of the teacher's role, as defined by one university president:

"It is inconceivable . . . that there can exist a true community of scholars without a diversity of views and an atmosphere conducive to their expression . . . To have a diversity of views, it is essential that we as individuals be willing to extend to our colleagues, to our students, and to members of the community the privilege of presenting opinions which may, in fact, be in sharp conflict with those which we espouse. To have an atmosphere of freedom, it is essential that we accord to such diverse views the same respect, the same attentive consideration, that we grant to those who express opinions with which we are in basic agreement."

THE STORM of the '50's was nationwide. It was felt on every campus. Today's storms are local; some campuses measure the threat to their teachers' freedom at hurricane force, while others feel hardly a breeze.

Hence, the present—relatively calm—is a good time for assessing the values of academic freedom, and for appreciating them. The future is certain to bring more threats, and the understanding that we can build today may stand us in good stead, then.

What is the likely nature of tomorrow's threats?

"It is my sincere impression that the faculties of our universities have never enjoyed a greater latitude of intellectual freedom than they do today," says the president of an institution noted for its high standards of scholarship and freedom. "But this is a judgment relative only to the past.

"The search for truth has no ending. The need to seek truth for its own sake must constantly be defended. Again and again we shall have to insist upon the right to express unorthodox views reached through honest and competent study.

"Today the physical sciences offer safe ground for speculation. We appear to have made our peace with biology, even with the rather appalling implications of modern genetics.

"Now it is the social sciences that have entered the arena. These are young sciences, and they are difficult. But the issues involved—the positions taken with respect to such matters as economic growth, the tax structure, deficit financing, the laws

affecting labor and management, automation, social welfare, or foreign aid—are of enormous consequence to all the people of this country. If the critics of our universities feel strongly on these questions, it is because rightly or wrongly they have identified particular solutions uniquely with the future prosperity of our democracy. All else must then be heresy."

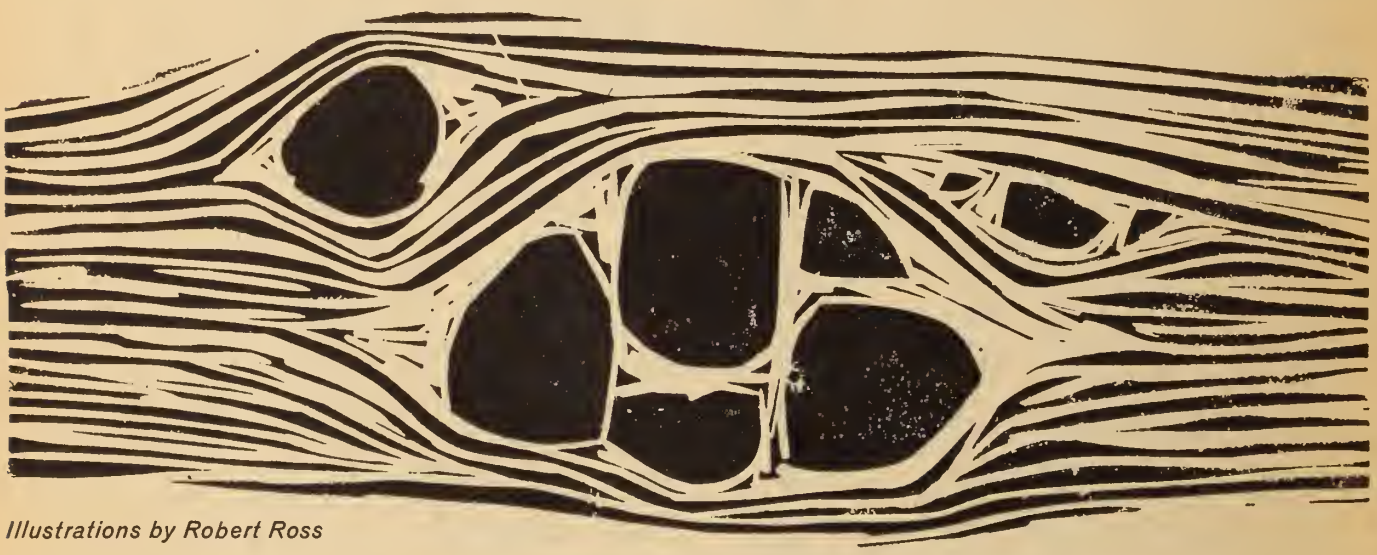
Opposition to such "heresy"—and hence to academic freedom—is certain to come.

IN THE FUTURE, as at present, the concept of academic freedom will be far from uncomplicated. Applying its principles in specific cases rarely will be easy. Almost never will the facts be all white or all black; rather, the picture that they form is more likely to be painted in tones of gray.

To forget this, in one's haste to judge the rightness or wrongness of a case, will be to expose oneself to the danger of acting injudiciously—and of committing injustice.

The subtleties and complexities found in the gray areas will be endless. Even the scope of academic freedom will be involved. Should its privileges, for example, apply only to faculty members? Or should they extend to students, as well? Should students, as well as faculty members, be free to invite controversial outsiders to the campus to address them? And so on and on.

The educated alumnus and alumna, faced with specific issues involving academic freedom, may well ponder these and other questions in years to come. Legislators, regents, trustees, college administrators, students, and faculty members will be pondering them, also. They will look to the alumnus and alumna for understanding and—if the cause be just—for support. Let no reader underestimate the difficulty—or the importance—of his role.



Illustrations by Robert Ross

"What Right Has This Man?"

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. Copyright © 1963 by Editorial Projects for Education, Inc. All rights reserved; no part of this report may be reproduced without express permission of the editors. Printed in U.S.A.

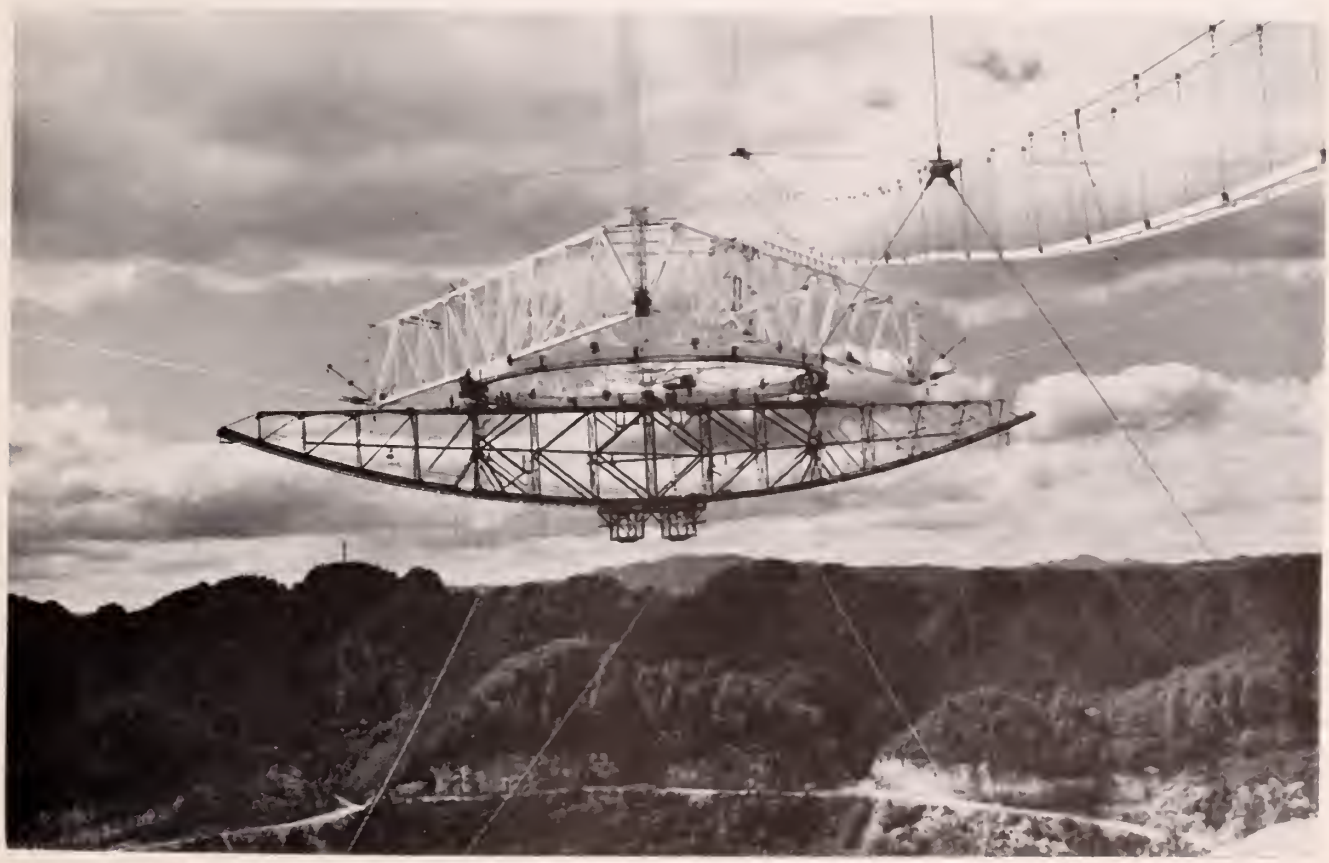
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CORBIN GWALTNEY, *Executive Editor*

a smoothly polished mirror for radio waves, consists of wire mesh tied to a grid of cables suspended from the ring of the bowl and down to some 600 anchors in the bowl to obtain the desired spherical shape.

The need for the large antenna, the essential element in the powerful radar at Arecibo, as a research tool in the study of the high atmosphere and surrounding space with its fringe benefits in radar exploration of the solar system and in detection of radio signals from the solar system and the vast universe beyond, was first pointed out nearly five years ago at Cornell University. With the encouragement and support of the Department of Defense's advanced Research Projects Agency the field work* in Arecibo began about three years ago and should be completed this summer.

With the completion of construction the noises of the cranes and dozers and winches, the clouds of dust in the tropical tradewinds and the streams of sticky mud after a heavy shower, the struggles to deliver and to erect steel and concrete, the cheers of the riggers when a big lift is completed and the structure secured, the changes in appearance, rapid and slow, as the antenna grows—all of these give way to study, to students and their teachers, to the scientifically curious. The noises will be the whir of motors cooling the electronic gear, driving its recorders, or moving the massive feed structure above the reflector; the tradewinds will hum through the structure but the clouds will be of plasma in the upper atmosphere or that ejected by the sun; the struggles will be by students facing the unknown; the cheer will come, when it can be recognized, from the discoveries available to a more powerful instrument; changes will come from new measurements upsetting older theories, from patient observation and deduction, from thought and insight. The excitement of construction gives way to the excitement of study as students and faculty, as visiting researchers and engineers, combine to become students of the world around them.

*Footnote: Under a contract with the Air Force Cambridge Research Laboratories.



The rotating arm is assembled in March 1963.



Students from West Kinney Junior High School visit Princeton University. Some will be sufficiently impressed to try.

A REPORT ON THE NEWARK PLAN: A PROGRAM OF EXPANDED OPPORTUNITIES

by Bert Tractenburg, '38
Principal of West Kinney Junior High School, Newark, N. J.

I. Preliminary Planning

The Newark Plan of Expanded Opportunities is the result of the professional leadership of Dr. Edward F. Kennelly, Superintendent of Schools and Dr. David E. Weingast, Assistant Superintendent in charge of Secondary Education.

In 1961 under the chairmanship of Fred Landolphi, Principal of South Side High School, a committee of principals, teachers, social workers and guidance counselors was organized to study the problems of the schools in our central wards. The committee's report was completed in the spring of 1962 and was presented to the Board of Education.

The Report begins as follows:

> "Recommendation: A Pilot Project
>
> "As a first step in the setting up of a multi-faceted program of expanded educational opportunities for the young people of our city, it is respectfully recommended that our Board of Education give serious consideration to the initiation of a pilot project, experimental in nature, on the seventh grade level in a junior high school in an area of the city in which community factors of socio-economic-cultural deprivation have had a marked effect upon the educational progress of young people. The specific school will be selected on recommendation by the superintendent.
>
> "The recommended project envisages a continuing program in depth, a program of expanded services of a 'saturation' . . . type geared to the broadly conceived aim of raising the educational, cultural, and vocational sights of both young people and parents and of developing each pupil to the maximum of his potential."

The Central Ward of the City of Newark has been seriously disturbed by a tremendous demolition and reconstruction program. Children and their families have moved about without establishing roots and a sense of community responsibility. In-migration has created serious problems of social and educational nature. Income of the average family unit is low so that children have not been exposed by their parents to automobile trips, in and out of the city, to visits to New York to the theatre, or to any museum. The family unit itself has in many cases been disturbed by desertion, by common-law marriages, by separation so that the children have not developed the mores of middle-class America which have made our country a great nation.

Since the West Kinney Junior High School is located in the heart of the Central Ward of the City of Newark, it was chosen as the pilot school. The "Plan" was to begin in September, 1962, and I was transferred to West Kinney as Principal.

II. The Plan in Action

Through conversations with interested people, those of us who are working in the Newark Plan Project have discovered that many persons have heard of our plans and activities in the area of "culture." It is interesting to observe the skepticism with which we are greeted when we begin to discuss the over-all project. It is even more interesting to observe the skepticism give way to sincere approval as we present a more complete explanation of the actual operation of the project in the day to day life at West Kinney Junior High School. Let it be stated unequivocally that the cultural activities portion of our program is important. But it must be understood that this area is only one phase of our program. The following illustrations of our activities are presented in order to show how the services tendered by the project group are helping to improve the learning process at our school.

A. The "Teacher Coordinator."

On an average day we have six or eight teachers out of school for illness or other reasons. In many cases we have a substitute for a substitute, a situation which could cause discipline troubles, loss of learning opportunity for the children, and general disruption for the school as a whole. To meet this problem we have utilized the services of Michael Pescatore, the "project teacher." Each morn-

ing, Seymour Puckowitz, the "project coordinator," receives a list of the absentee teachers and the substitute assignment. He confers with Mr. Pescatore who then visits each homeroom to greet the substitute teacher and to offer guidance as to lesson plans, teaching materials and the handling of discipline cases. During the day both Mr. Puckowitz and Mr. Pescatore are available immediately wherever help is needed.

B. The Social Worker.

Many cases of children reporting to school without breakfast or without lunch money were discovered. Other cases occurred where children fell asleep in class from lack of proper rest at home. These were reported by the teachers to Mr. Puckowitz who contacted the home directly. In cases where more serious home problems were pin-pointed, the children were referred to Pansy Borders, the social worker assigned to the project. Miss Borders counsels both children and parents in an effort to improve the home situation so that success in school may be achieved.

C. Guidance.

As a result of the work of the two full time project guidance counselors, Irwin Pearson and Louise Fields, a complete regrouping of the children took place at mid-term. Twenty-four homeroom groups divided in six levels of four each were set up. Pupils were placed on the basis of an interpretation of the scores achieved on reading tests, arithmetic tests, verbal I.Q. tests and non-verbal I.Q. tests. Evaluation by classroom teachers of the children's achievement was also considered in the placement of pupils. This regrouping has resulted in fewer failures and drop-outs.

D. Remedial Reading.

Remedial reading experiences have been set up for more than 120 children daily. These children are taught, for the most part, by Pearl Stewart, a remedial reading specialist assigned to the project. In many cases, regular English teachers share their rooms and their classes with Mrs. Stewart to observe her techniques and materials. These procedures are the basis of a **reading seminar** which has been set up to promote teacher growth in this vital area. Of special note is the fact that this seminar is conducted within the school day. Teachers are not asked to attend after school or on Saturdays. We have presented our twenty-three English teachers with an unusual opportunity to work with a practicing specialist in real life situations with their own pupils and in their own classrooms. The techniques and materials recommended by Mrs. Stewart in these demonstrations and in her lectures are **tested immediately** by the **regular staff** and adapted as necessary after discussion in the weekly seminar.

E. Cultural Experiences for the Children.

During the past six months our children have visited Princeton, Montclair State, Drew, Seton Hall, Upsala and Rutgers. They have been taken to the Paper Mill Playhouse in Millburn and to the Broadway show, "Sound of Music," to the Metropolitan Opera and the New Jersey Symphony. All 700 students in our 7th grade have visited the Newark Museum, the Hayden Planetarium and the New York Museum of Natural History. In addition, we have brought to our school auditorium, artists from the Metropolitan Opera Company, the Paterson State College Players, and most recently the entire New York Production of "The Young Abe Lincoln."

F. Community Relations.

In order to improve understanding between school and community, the staff, under the direction of Seymour Puckowitz the project coordinator, has worked closely with the P.T.A. Parent & Family Life Committee. Meetings have been held with groups of parents to consider the problems of their children who were shown by test results to be "underachievers." Monthly meetings with nine of the leading ministers of the community have proven of great value in the improvement of mutual goals and responsibility. Conferences, too numerous to count, have been held with individual parents concerning problems of students at home and in the community.

We are participating in a Junior Peace Corps project involving 50 students in a neighborhood clean-up and beautification program. The Newark Housing Authority has appropriated $10,000 to the Fuld Neighborhood House, directly across the street from our building. The school will supply the students, and Fuld Neighborhood House will provide the funds

(Continued on Page 24)

FAIR WIND, OR ILL WIND?

In the affairs of professional education, there is a stir in the land. The election victory of the American Federation of Teachers in New York City has propelled the teacher union movement into prominence. Since many Montclair alumni are members of the American Federation of teachers, we are presenting the views of this significant group.

The following is an interview with Mr. Joseph Cascella, class of '51, vice president of the Newark Teachers' Union.

What is the American Federation of Teachers?

"The American Federation of Teachers is a rapidly growing national organization of public school and college classroom teachers affiliated with the American Federation of Labor and the Congress of Industrial Organizations."

When was it organized?

"It was organized April 15, 1916, and we became affiliated with the A.F.L. on May 9, 1916."

What is the A.F. of T.'s organization structure?

"The American Federation of Teachers is comprised of state Federations in a majority of the states, and approximately 450 Locals in the continental United States including Alaska and Hawaii."

Why should teachers join a labor union?

"The NEA and its state organizations have proven to be ineffective in improving the working conditions and status of classroom teachers. The slow pace of progress is due to the inclusion of administrators in the organization. It is structured to be conservative."

What is the basic program of the A.F. of T.?

"A single salary schedule based upon training and experience, starting at $6,000 and reaching $14,000 in eight annual increments. For teachers with an MA degree, we would increase the steps by an additional five hundred dollars. We would like to eliminate overcrowded classrooms, and we believe that every teacher should be fully certified and qualified. Emergency certification hurts the profession. Elementary school teachers should be entitled to an uninterrupted lunch period. We are in favor of adequate, accumulative sick leave pay, hospitalization and medical insurance paid for from school funds. We would also eliminate non-teaching chores by teachers."

Isn't it true that the NEA and its staff affiliates are also in favor of these basic objectives?

"Yes. However, in some instances, it was the growth of the union membership in large cities that caused the NEA to favor these measures in self-defense. We also believe that our approach would secure these objectives more quickly. The NEA has never sponsored an effective program to relieve any of the problems cited."

What is the union approach?

"We would like Boards of Education to recognize the rights of teachers everywhere to organize, negotiate and bargain collectively. In most communities, Boards of Education may listen to demands and may grant them, but they do not have to, and they do not bargain."

Could not a Community Teachers' Association conduct professional negotiations with a Board of Education?

"Yes it could. Please note that professional negotiations is a rose by a more preferable name. Of course, the intent of the negotiators is vital. Are the local associations dynamic enough by their very structure? Does not intimation play a role? What has been accomplished by this process over the years?"

Is it not true that unions may lack vitality and sincerity?

"This could be true. However, it is the dedicated vehement teacher who usually joins a union, and therefore the membership is not apathetic."

Could not a local association have dynamic fighters for just causes?

"Yes, but do they?"

If teachers must serve the whole community is it wise to affiliate with organized labor?

"Organized labor was the major instrumentality in establishing our system of free public schools, and has actively backed every practical public school improvement since. We feel that the American Federation of Teachers' objectives coincide with labor philosophy to re-establish education to its rightful position of respect in our society. Labor affiliation gives the American Federation of Teachers the support of 18 million member of the A.F. of L.-C.I.O."

Labor doesn't have a monopoly in wishing to restore the dignity of the profession. Does it?

"No."

In Newark has the union received much support from organized labor?

"Yes, its program has been actively supported."

(Continued on Page 23)

THREE DECADES OF SELECTIVE ADMISSIONS MONTCLAIR STATE COLLEGE

By

DR. E. DeALTON PARTRIDGE

President, Montclair State College

The faith which the people of America have in education is one of the remarkable phenomena of our time. The idea that each person should have an opportunity to develop his capacities as far as he is willing and able is fundamental to our way of life. However, in a state where the opportunities for public higher education are limited, some basis for selecting those who are most likely to succeed is necessary. New Jersey is such a state. Some system of selection is imperative, especially in recent years when the number of applicants has been far greater than the capacity of the state college to absorb them. The indications are that the situation will not continue in the future but will be even more critical as the war babies come of college age.

Recruiting Device

It is interesting to note in recalling the history of selective admissions at Montclair State College that this program was first set into operation as a recruiting device. Before the college announced a program of selective admissions there was a real problem in recruiting enough students to fill the freshman classes and in many cases students who were not actually prepared or wishing to go into teaching as a profession were accepted. Once a program of selective admissions was announced and set into operation the number of applicants began to increase immediately and ever since the program has been in operation there have been more candidates for admission than could possibly be taken into the freshman class.

In recent years, the matter of selective admissions in New Jersey has been a necessity due to the fact that there are limited facilities and there is no way in which all applicants can be accommodated into the state colleges.

The term "selective admissions" covers a wide range of policies and procedures. The screening devices utilized to determine entrance into a college or university which claims to have selective admissions vary tremendously in the extent to which these screening devices actually select. In a loose sense of the word, the regulation that an applicant must have a high school degree is a selective process. The rigidity and extent of the selection procedures varies from this to a very complicated program of selectivity based upon a variety of factors.

High Schools Aware

One of the interesting results of a selective admissions program is that it operates from the college outward. Once it is established as a tradition and procedure then the selective admissions begins to operate on the high school level through the counseling program. When this happens many students do not apply because of the nature of the selective admissions, realizing that their chances for admission are very slight.

Selective admissions for a single purpose institution are of course different in definition and application than they would be for a multi-purpose institution. For a college that is preparing teachers and primarily teachers in the secondary schools there is a positive selective process that operates among those who apply. This selective process is even more pointed when one realizes that application to the college is in nearly every case an application to a specific curriculum so that there is a tendency for those to apply who have not only made up their minds to be teachers but who have also chosen the field in which they expect to teach.

In New Jersey there is an additional implement which sharpens up the selective process from the standpoint of the student of the high school and that is a pledge which each student must sign indicating that he will teach in the state of New Jersey for two years after graduation. Thus it is safe to say that there is a considerable amount of selectivity which operates before the student applies for and takes the entrance examination to the college.

Another selective factor which operates befor the student actually takes admissions examinations has to do with the entrance requirements on the basis of high school credits. In most of the curriculums at Montclair State College there

is a foreign language requirement for example. This tends to limit those who apply to students who have had in mind college entrance during their high school career and some would say that there is further selectivity due to the fact that those who choose a foreign language in high school tend to be the better students, authough this point might be debated.

Obviously the value of any selective admissions program depends upon the criteria for selection and whether these criteria actually do result in the selection of students who are most apt to succeed in college and later in professions which they have selected. Certainly, no one who has worked with a selective admissions program over a period of years would wish to contend that the criteria which are used are the final answers. It is obvious that many fine young people who would be successful teachers are turned away under this program. It is also obvious that a few gain admittance who later fail to demonstrate the potential which was hoped they would show.

The admission criteria as established by the Commissioner of Education for the six state colleges in New Jersey are as follows:

High School Rank	30%
High School Personality Rating	10
Entrance Exam (Verbal)	25
Entrance Exam (Quantitative)	10
College interview and admission officer appraisal	25

The selective admissions program of the New Jersey State Colleges provides for acceptance of a wide range of ability depending upon the curriculum for which the candidate applies. Competition for acceptance in a given curriculum depends upon the number and quality of applicants for this curriculum. The result is that potential scholastic ability as measured by high school achievement and standardized tests varies considerably from one curriculum to another. This variability is not, as one might suppose, in agreement with existing stereotypes in the public mind.

For example, at Montclair State, because of the number of candidates applying for women's physical education only about one out of six candidates can be accepted. In Latin, on the other hand, three out of four of those who apply will be accepted. The result is that the scholastic ability of women in the physical education curriculum is unusually high.

In September 1962 eighty-two per cent of the entering freshmen in women's physical education were in the top quartile of their high school graduating class. This is a higher percentage than those entering in French, music, science, social studies or speech.

It is not easy to assess the validity of a selective admissions program. There are many intangibles that cannot be measured objectively. However, there are some objective approaches that throw light on this problem. One might, for example, ask the following questions and obtain fairly reliable answers.

> Does a selective admissions program choose those who are most likely to succeed in college?
>
> Does a program of selective admissions result in graduates who are better prepared for their chosen profession?
>
> Are those who enter through selective admissions likely to succeed in their chosen profession?

With reference to success in college there is little question that selective admissions reduces attrition due to scholarship. There is a positive, though not high correlation between scholastic achievement in colleges and entrance test scores at Montclair State. That the correlation is not higher is due somewhat to the fact that the spread of scholastic ability in the student body is skewed toward the upper end of the scale. Sixty-seven per cent of the Freshmen entering in September, 1962 were in the upper quarter of their high school graduating class. In seven curriculums out of fourteen offered in the college, more than 75% of the Freshmen were in the upper quartile of their graduating class.

As measured by the National Teachers Examination, Montclair seniors give evidence of unusual comprehension of subject matter. Comparison with the national norms, which includes liberal arts colleges as well as those devoted primarily to teacher education, indicates that in 1957, the last year the test was administered at Montclair, 75.5% of the seniors had scores in the upper quartile of the national norms.

The relation between the total entrance score

and later success in teaching is not easy to establish. Later success in a profession should be measured in a variety of ways, certainly. Length of service, standing in the profession and the community and appraisal by supervisory personnel would certainly enter into a measure of success in teaching.

Grads Make the Grade

Each year Montclair requests an evaluation of the first year of teaching by the superintendents who hire graduates of the college. Between 1951 and 1961 inclusive, 1980 graduates were evaluated after the first year. The percentage of these graduates rated as "Above Average" or "Excellent" on several categories is listed below:

	Above Average	*Excellent*
Personal Fitness	42.2%	32.3%
Professional Attitude	38.5	36.3
Classroom Management	40.4	16.7
Instructional Skill	47.7	15.6
Results With Children	43.4	18.4

These are superficial and broad categories, but they do represent a pattern of basic satisfaction on the part of employers.

A selective admissions program in order to be valid and accomplish the ends it is established to gain must be entirely free from political or other influence which would tend to undermine the basic admission requirements. Selective admissions become meaningless if there are ways of by-passing the admissions requirement and if those who administer the admissions program are not completely sincere and honest in the application of these requirements.

By and large, however, it is safe to say that those who have worked with the selective admissions program at Montclair State College over the past three and one-half decades would conclude the following:

1. A program of selective admissions has increased the popularity of the college and also the number of applicants applying for admission.
2. Even though there is considerable reliance upon objective tests and high school records, the selective process is desirable. It reduces the number of failures, increases the probability of success in college curriculum as well as in the later profession of teaching.
3. A program of selective admissions probably makes it more difficult for those who are the so-called late bloomers to gain admission. For this reason selective admissions ought to be augmented by a fairly liberal program of transfer on the basis of students who have demonstrated their abilities to do college level work although they may not have met the initial entrance requirements.

Doing Business

(Continued from Page 3)

working with cooperating teachers, many of whom are graduates of the department.

It is noteworthy to report that every business education major from last year's graduating class who wanted to teach was placed in a business teaching position. The job-placement picture looks equally encouraging for the coming year.

Student enrollment in the Department of Business Education during the current semester includes over two hundred majors, approximately one hundred minors, and about thirty-five graduate students. The department had over two hundred highly qualified freshman applicants to fill the quota of about one-fifth that number.

Members of the business education faculty are: Dr. M. Herbert Freeman, chairman of the department; Dr. Marian J. Collins, Dr. Paul E. Froehlich, Dr. Howard L. Haas, Dr. Louis Nanassy, Professor Horace J. Sheppard, and Dr. Elizabeth T. Van Derveer. This group of professional business educators possesses an imposing background of formal education, extensive business experience, a wealth of high school, college, and graduate-level teaching experience. They are authors of numerous books and other teaching materials, they have contributed widely to professional magazines and yearbooks, and they are recognized nationally and even internationally for their leadership in business education.

HOME ECONOMICS A SERIOUS DISCIPLINE

The Home Economics Department at Montclair State College is one of approximately 500 such departments in colleges and universities throughout the United States. Of the 42,630 undergraduate men and women enrolled in home economics curriculums, Montclair is proud of its 160 majors.

The primary concern of home economics departments in all colleges and universities is with the improvement of homes and the strengthening of family life. Ellen H. Richards, the first president of the American Home Economics Association said "Home Economics stands for the freedom of the home from the dominance of things and their due subordination to ideals; the simplicity in material surroundings which will most free the spirit for the more important and permanent interests of the home and of society." This statement holds true today.

Home economists believe that their way of thinking about families and homes is unique. An integrated study is made of family life which differs from psychology, sociology, anthropology or the natural sciences because home economics is concerned with all of these disciplines with their interrelationships and the total pattern which they form.

The curriculum at Montclair prepares its graduates to teach home economics in grades K through 12. This preparation consists of general education courses, such as English, social studies, math, which are similar to those studied by all other majors. The social sciences and biological and physical sciences form the base upon which home economics builds. Thus the student studying home economics must have courses in sociology, economics, psychology and anthropology. An understanding of principles in these areas is important as background in the understanding of family economics, consumer buying, child development, housing, home management and family relationships.

Organic chemistry, biology and bacteriology are prerequisites to the study of foods and nutrition and textiles while basic learnings in physics make the use of household equipment more meaningful.



Recognizing her contribution in the field of home management, Montclair dedicated the "Dr. Lillian Gilbreth Management House"

In a curriculum in which subject matter specialization is available, home economics students may study intensively in one or more of the areas of home management, housing, clothing and textiles, foods and nutrition or child development and family relationships. Because graduates of Montclair are expected to teach in all areas of home economics, each of these specialties are included in the course of study.

Home economics is often thought of as a group of courses developing skills in cooking, housekeeping and sewing. Home economics is an appli-

(Continued on Inside Back Cover)



INDUSTRIAL ARTS PROGRAM VITAL TO THE AMERICAN ECONOMY

by Jerry Streichler

Industrial arts has evolved from early European and American activity programs into a contemporary school curriculum. Today, the educational values of realistic and practical work are achieved in laboratories or "shops" while a body of knowledge concerning American industry is communicated to the student. Elementary and secondary school students not only make things in the laboratory but engage in studies of industrial methods of planning, creating, researching, and producing. The changing nature of industry thus becomes a central consideration in the industrial arts curriculum in the schools. Recognition of change and progress in industry is also fundamental to the following principles which guide industrial arts education at Montclair State College:

> American industrial progress is tied to technological advance which industry initiates. In large measure this is accomplished through extensive research in materials, processes, utilization of labor, and use of machines
>
> Industry pervades our culture and economy, and has a direct influence on our daily lives. Consequently, industrial studies are a vital part of the general education of a public which needs to understand the complexities and nature of the impact of industry.
>
> Most youth on all grade levels benefit from work with concrete materials and effectively learn, understand, and retain subject matter when it is presented in connection with practical manipulative work.
>
> A properly equipped industrial arts laboratory directed by a well-prepared teacher is an ideal place for designing, planning, and producing. In such a classroom freedom is encouraged, creativity is nurtured, accuracy and skills are developed, and the inquiring mind is stimulated.

Industrial arts offerings at the college have been developed within the context of these guidelines. Like industry, many of the areas of work are interrelated. The separate studies which make up industrial arts are: Mechanical, engineering, and architectural drawing; industrial photography; offset, relief, gravure, and screen process printing; wood, plastic, ceramics, textiles, and metals industries; welding; electric, internal combustion, and external combustion power; radio, television, and industrial electronics; manufacturing processes, machine and product design, and



arts and crafts for elementary schools. The undergraduate curriculum includes required courses which cover all these areas. Two senior elective courses titled Comprehensive General Shop permit students to pursue special interests through more intensive work in an area. Seniors may also study and experiment with techniques of teaching industrial arts in the elementary, junior, and senior high schools in these courses.

Industrial arts majors study in a laboratory which is rather unique in teacher education. In contrast to classes in separate specialized laboratories, which have been typical in teacher education, the above listed studies are undertaken in a large laboratory which contains all the tools, machines, and materials germane to all of the areas. Opened in 1956, this facility was planned to house eighty undergraduates and thirty graduate students under four faculty members. Approximate enrollment figures for September, 1963, serve as a barometer of growth on the campus. The faculty at that time will number eight, while the count of students will include 195 undergraduates, plus 96 men taking undergraduate offerings through the part time and extension division, and 91 graduate students. These figures reflect a serious shortage of industrial arts teachers in New Jersey public schools.

The increased enrollment and the obligation to help industrial arts teachers remain abreast of changes in industry and meet the demands of the school districts has created a paradoxical situation. As a result of continuing study, the industrial arts faculty has either offered or planned additional advanced courses in electronics, graphic arts, and design . . . this despite scheduling and equipment maintenance problems which are concomitants of increased offerings. Nevertheless, study, evaluation, and resulting curriculum modifications will continue because of the strong belief at Montclair that so urban and industrialized a State as New Jersey needs qualified industrial arts teachers who will help New Jersey youth to better understand our industry-oriented society.

Fair Wind, or Ill Wind?

(Continued from Page 17)

Do unions attempt to control the A.F. of T.?

"It does not. This organization is autonomous."

Does some of your dues go to the A.F. of L.-C.I.O.?

"Yes, a small percentage."

Is it unprofessional to belong to a Teachers' union?

"Musicians, journalists, actors, and technicians of all types belong to unions; they do not feel it is unprofessional. I believe that collective bargaining is the only way to break the professional straight jacket that we are in."

This editor feels that if the training colleges turn out competent and proficient teachers, who

(Continued to Inside Back Cover)

National Science Foundation

(Continued from Page 11)

Now, one of the major difficulties is that teachers, being human, are afraid of the new; and we teachers find much of this new material far more difficult to learn than the youngsters do. The youngsters do not have as many mental blocks in their way, nor do they have so much to unlearn. Therefore, one of the major projects which had to be undertaken in order to introduce new curricula in our schools was that of teacher training. A crash program was needed which would bring secondary school teachers back to college to receive training in these new programs.

Montclair State College first applied for and received a grant for an in-service institute in the year 1958-59. This grant provided an opportunity for 25 teachers from northern New Jersey to meet every Saturday morning throughout the year to receive instruction in modern phases of mathematics. Then, in the summer of 1959, a further grant was received by the college to allow 75 teachers from throughout the United States to spend a period of six weeks on campus receiving instruction in modern mathematics. To date, Montclair State College has received grants to operate six in-service institutes, five summer institutes, as well as two summer conferences for college teachers of mathematics interested in teacher training. In all, the college has received over $450,000 in funds to provide these various programs, of which over $300,000 has been used to provide subsidies for the participants.

It might be well to pause and look at one particular phase of this operation in order to get a clearer picture of what is being done. An institute will be held on our campus this summer for 75 teachers from various parts of the United States. Of this number, approximately 40 will be those who are returning from prior summers in order to complete training towards an M.A. degree in mathematics. For the remaining 35 openings some 1,000 applications were received. After careful screening by a local committee, the remaining applicants were selected. For a period of six weeks this summer these 75 participants will live on campus, taking courses in the mornings, returning to workshops and lectures in the afternoons and evenings, and thus receiving a concentrated dose of modern mathematics in a six weeks period of time. Some of the participants will take advanced courses, whereas others will take refresher courses in undergraduate mathematics; but all of these will be given with a flavor of the new mathematics sprinkled in. Various guest lecturers will be invited to the campus; in past years these have ranged from staff members of local colleges to visiting professors from Japan, Yugoslavia, The Netherlands and Germany.

The participants will live together in one of the new dormitories and, based on past experience, will derive a great deal of benefit just from an exchange of opinions in informal discussion sessions. The summer staff will consist of certain members of our own department, as well as visiting lecturers who are outstanding in their own field.

To date some 700 teachers of mathematics have been enrolled in various National Science Foundation supported institutes at Montclair. Based on evaluations made, these programs have been invaluable in providing the participants with instruction in modern mathematics. The benefits to Montclair State College have been numerous; for one thing, this has brought a great deal of prestige as well as national recognition to the college. The Foundation has never, to date, rejected a single proposal submitted by Montclair! Indeed, in 1958-59 Montclair was one of the first colleges in New Jersey to hold a mathematics institute supported by the National Science Foundation. These institutes have also helped the department in the development of new courses which were later offered to local teachers without Foundation support. Finally, many of the participants in institutes have returned to the college to take regular graduate courses without Foundation support.

Newark Plan

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for this all-year gardening and care-taking operation.

In conclusion, we cannot evaluate accurately our achievement as of this date, but we find many indications that the Newark Plan of Expanded Opportunities will benefit the children and the community in the years that lie ahead.

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cation curriculum and important contributions are made in the area of skills. But the developing of skills in home economics is not the end but merely a means to an end. It is not only the preparation of a meal that is important but the consideration of the nutritional value, the calculation of costs, and the method and attractiveness of service.

Managing a home means decision making, planning long range family goals, making wise choices and gaining cooperation of family members — as well as clothing a family and taking care of a home.

To bridge the gap between all the areas studied and its application to daily life, home economics departments have a laboratory known as a "management house." Recognizing her contribution made in the field of management and specifically in home management, the laboratory at Montclair was named the "Dr. Lillian Gilbreth Management House."

Upon first impression, the Home Management residency appears to be practical application of the "arts of homemaking." The practical arts are not neglected. Students do study and participate in meal planning and preparation, cleaning and care of the home, laundry and entertaining. They work under the close supervision of a college faculty member who holds an advanced degree in the areas of home management and family economics. The true value of the home management course lies in the student's working together with the resident director in the planning, evaluating and analyzing of the activities carried out during this period of residency.

The need for women with professional training in home economics is acute, particularly in New Jersey. There will likely be a continuing need for years to come. For example in 1961 New Jersey colleges prepared 37 home economics teachers when during the year 132 were needed.

C. B. Hutchison, a former president of one of our land grant colleges, wrote an article for the "Journal of Home Economics":

> I cannot conceive of any curriculum that could be made more nearly to meet the ideal educational requirements for college and university women as a group, by combining elements of a liberal as well as a practical education, than a good basic program in general home economics.

FAIR WIND, OR ILL WIND?

(Continued from Page 23)

believe that the profession should be treated with respect and dignity, and who think that as a profession it is deserving of the compensation and working conditions commensurate with the status of the profession, then any organization will achieve these objectives. In other words, it is the people in the organization not the organization.

This is indeed debatable.

WHAT DO YOU THINK?



An understanding of principles in sociology and anthropology is important in discussions in family relationships.



SPRAGUE LIBRARY — MONTCLAIR STATE COLLEGE

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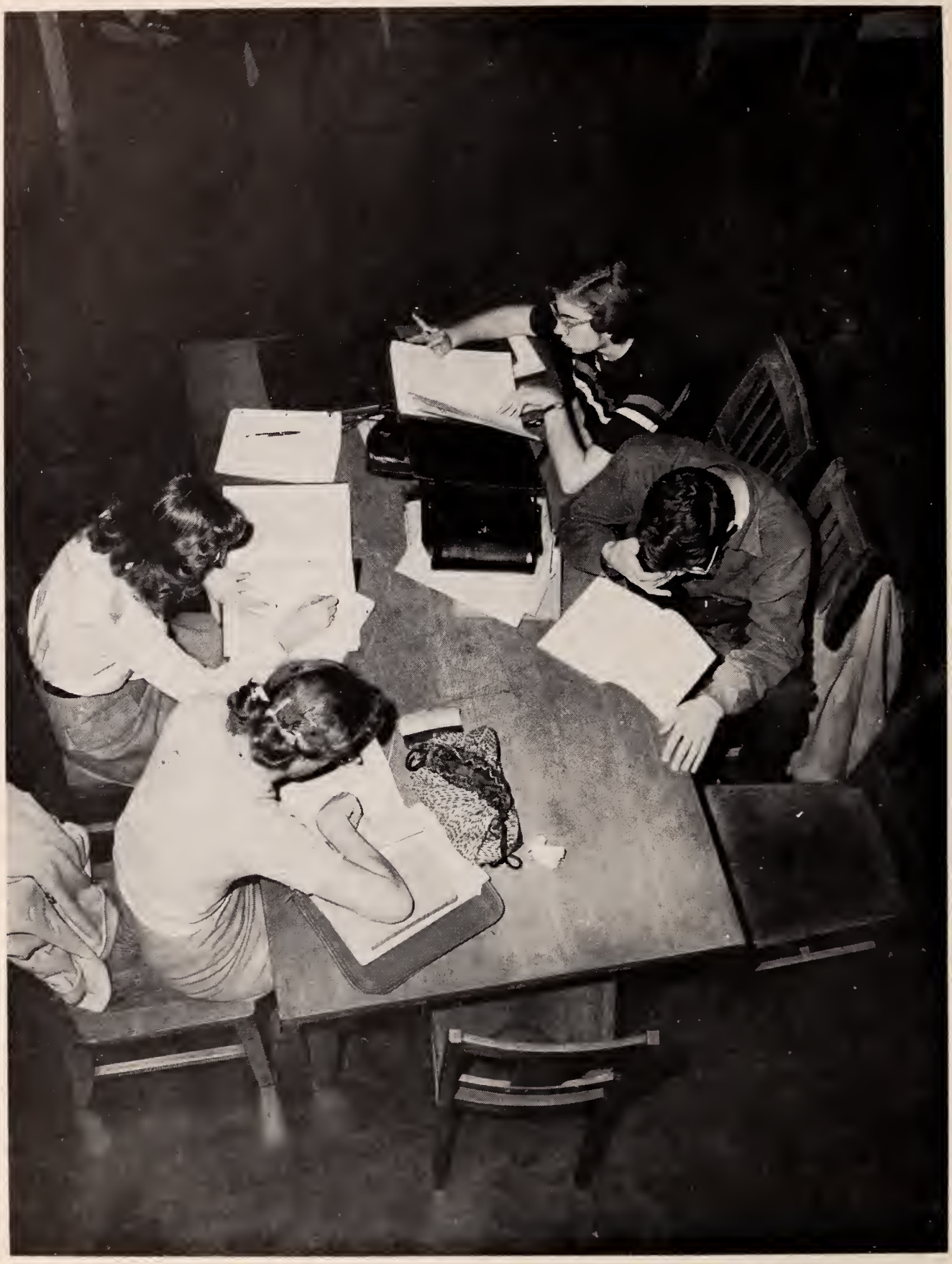
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Alumni Forum



MONTCLAIR STATE COLLEGE

Spring 1964



New Jersey Paradox

by Dr. E. DeAlton Partridge
President, Montclair State College

The State of New Jersey, small geographically, is squeezed in between the sprawling metropolis of New York City on the north and the birthplace of our country's independence, Philadelphia on the South. Benjamin Franklin called it a barrel open at both ends.

New Jersey is one of the most densely populated states in the nation. It is highly industralized, and the per capita annual income is among the highest of all the 50 states in the union.

New Jersey is a state that depends heavily upon highly trained human beings to operate its industry and its business enterprises. It is a leading state with regard to research and chemistry and allied fields. It is the corporate home of some of the largest industries in the nation.

Some of the communities in New Jersey are models for rich and meaningful living. They are beautifully situated and represent active and intelligent cooperation and participation on the part of the citizens. Public education at the community level ranks rather high among the states. Local communities have taxed themselves to provide fine educational opportunities for their children. On the other hand, some of the city areas in the state represent the worst of slums and notoriously corrupt administrations.

Although public schools on the community level have thrived in New Jersey, it is becoming increasingly evident that local communities can no longer bear the entire burden of financing public education. The State is extremely backward in providing state aid to local communities, and there is every evidence that there is trouble ahead for public schools.

Even more distressing is the situation in public higher education. New Jersey, one of the wealthiest states, will be found very low on the list in terms of per capita expenditure on public higher education. Up until a decade ago, there was hardly any public higher education in New Jersey. There were six teachers colleges, all of them neglected for several decades, each with a few hundred students but lacking in state support and with dismal futures ahead. The State bond issue of 1951 for the teachers colleges started a new era when $15,000,000 was made available for the six State Teachers Colleges. The 1959 bond issue provided additional sustenance to these neglected institutions. Rutgers, the State University, has also received sizeable State aid.

It is true that the State Colleges and the State University have made progress in the last decade. However, progress is a relative thing. It must be measured against a number of other factors. In terms of the needs of New Jersey, the progress is meager. Compared with other states across the nation, the progress is so slow as to seem backward. Measured against the potential wealth of the State, the progress is actually infinitesimal.

Since 1951 when the first bond issue was passed for the teachers colleges, something around $10,000,000 has been expended on the Montclair campus. This has meant some real progress, but Montclair is turning away more applicants today than ever before. Valedictorians and those in the upper ten per cent of their graduating classes in high school are turned away in some of the Montclair curriculums.

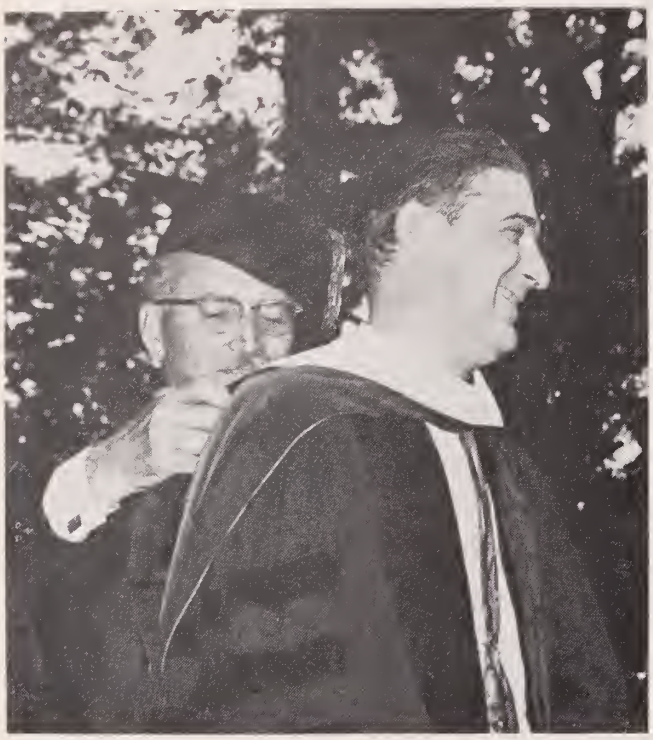
Recently in one of the Los Angeles, California, newspapers there was an article in the real estate section outlining the plan to spend $118,000,000 on the Los Angeles State College. Compared with the State of California where the people face up to their responsibilities in higher education, New Jersey is still in the dark ages.

Why does this condition exist? With all of the need for college-trained people and with the great resources in New Jersey, why, year after year, is it necessary to face the financial crisis in support of the public institutions and why are the public institutions lagging so far behind the demonstrated need? This is the New Jersey paradox and one which was outlined in considerable detail and with skill in a recent issue of Harper's magazine. The time has come for the people of New Jersey to face up to these responsibilities, and an increasing number of responsible citizens in the State realize this. Montclair alumni, whether they live in New Jersey or not, can aid this movement towards a more enlightened age in public education.

Teaching In An Urban School System

by Eugene T. Maleska

Assistant Superintendent, New York City



Eugene Maleska receiving Honorary Doctorate at Montclair, June, 1963

Let us begin candidly with the melodramatic image. Exaggerated as it may be, it has its fascination and its elements of truth. Let us call our soap opera: "Mary Smith: New Teacher in the Big City."

Mary's student teaching was done in a middle-class school where most of the class reflected her own childhood: eager Caucasian faces, neatly starched shirts and dresses, pens and pencils on the desk, notebooks open, silence at her command — and, above all, in the background an experienced teacher ready to assist at a moment's notice.

Now incredibly Mary stands alone before the children of the poor, the displaced and the mistreated. Their skin color ranges from the ebony to tan. Some have just arrived from the rural South; like more than five million other Negroes, their parents have migrated into the North in search of a better life. The others are from families trapped in the dark ghetto for generations.

Mary stands there with her white face aquiver, and suddenly the rhythm of her life is different. She, with her sheltered background, is the displaced person today. The atmosphere is alive with a medley of emotions ranging from apathy and grudging acceptance to outright hostility. She thinks of the I.Q.'s inked in on the record cards and she remembers that the median is 85. Of course, she recalls what she had been taught by her education professors — that group I.Q. tests are not to be trusted, that "class-bias" is built into them, and that they are not "culture-fair." But then her mind flashes back to those low scores on last year's achievement tests, and she wonders if she can ever really teach those children or even understand them.

The reader can write his own ending because there is no single conclusion to this drama. A few Mary Smiths succumb and resign in tears. But an amazing number eventually derive genuine enjoyment from this challenge. Nor can they be correctly labeled as masochists; instead they belong to that vast, resilient, never-say-die group of the human race that responds positively to the stimulus of tribulation. They bring innate resourcefulness and adaptability to the job; they are equipped with such strong moral fiber and self-confidence that they can triumph over the two-fold problem of their own background and the environment of the children. Moreover, they are stubborn. No matter how often their efforts are rebuffed, they refuse to believe that their pupils are all doomed to the ash heap of perpetual ignorance and disorder.

Thousands of these teachers want no other life. They testify enthusiastically to the rewards of uplifting the downtrodden, finding the nugget in the troubled stream, and receiving the respect and gratitude of long-suffering parents. Certainly they have their moments of despair and disgust, as do teachers everywhere. But they are buoyed up by the knowledge that their work is important — that sometimes they represent the only link between the child and the glory.

Professor Phil Lange of Teachers College has a theory in this connection. He speaks of the "high level of tolerance" needed by the urban teacher. He believes that the self-centered adult with nurotic tendencies or with deep prejudices and fears has far less chance of success in urban schools than in the suburbs.

The Lange theory also applies to tolerance for the bureaucracy that often grows out of bigness. Probably a large number of potential applicants for teaching positions in cities like New York never bother to take the battery of screening tests because they have no patience for delays or are afraid they will fail the examinations. If such "natural selection" operates, it has its blessings. The misfits are less likely to crop up behind the teacher's desk.

But it would be foolish to think that patience, confidence, faith, and other fine qualities are enough in the situation described above. Though important, they must be buttressed by external measures. For example, in the area of undergraduate preparation, realistic courses in reading methodology and sociology can help remove roadblocks to success. Hunter College and several other institutions have established programs in which student teachers volunteer to practice in the most difficult schools. It is interesting to note that most of the volunteers request appointments to the same schools and do well in their probationary period.

Orientation programs are undergoing re-evaluation and change in urban centers. Efforts are being made to place a number of the new teachers in the more favored schools. Many cities have adopted internship programs, the "buddy" system, and specific procedures for practical help from supervisors who are selected not for their scholarship alone but for their ability to inspire a feeling of warmth and security among teachers and pupils. In-service courses have been organized in such fields as human relations and the history and culture of minority groups, especially Negroes and Spanish-speaking people.

Working on the principle that pupils in deprived neighborhoods need compensatory help, boards of education in most of the great cities have increased the per-capita allowance. "Special service" is the designation that New York City gives these schools. They receive more of everything: supervisors, teachers, specialists, guidance counselors, psychological services, attendance officers, and books and supplies. In some of these schools costly programs like the famous Higher Horizons have been introduced to provide cultural opportunities for pupils and to raise their levels of aspiration. In most special-service schools, class

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Urban Renewal

Concrete clusters with dark-cornered rooms
Thrust upward like vertical tombs;
Girded layers against the sky,
But nowhere a butterfly.
Crumbling asphalt, miles of drains
Trap the sullied summer rains;
Broken sunlight on blocks of glass,
But nowhere a butterfly.
High-rise, low-rent home sweet home,
Precisely partitioned honeycomb;
Cubicles that stifle the wind's sigh,
But nowhere a place to cry.

Eclipse the sun with slate and stone
To shelter the flesh and bone;
Inches of space on a zoning chart,
But nowhere to anchor the heart.

Helen Vitello Nunzio

Epitaph

I have sung with the morning
And wept with the night;
Traced the curve of the rainbow
And mourned blossom's blight.

Fragrant fields I have wandered,
Jungle shadows I knew,
Carnal lips I have tasted
My head pillowed on rue.

I journey to death, acquainted with life;
The pathways shall be familiar;
Treading star-points or brimstone,
I'll not be particular.

Helen Vitello Nunzio

Requiem For A World

In the long night
of the long year,
the world expired.
Neath mammoth ropes of water
the stone, the stem, the snail.
Pulseless space
and motionless time
Witnessed the degradation of the rose
the death of the dove
the desecration of the grail.
Threads of decay
Befouled the earth
in the long night of the long year —
And everywhere, obliteration of the trail.
There was none to mourn
the strangulation of the bell
the annihilation of the world.
As it was in the beginning, is now
No inhale, no exhale. - - - Amen

Helen Vitello Nunzio

Legacy

Come, see what we have left
To you who slumber yet
Insensibly.
You shall not stumble forth bereft
Of legacy.
Claim ancestral ancient crag
And lip-scarred blackened rock
Joyously.
Stare at seething seas that nag
Incessantly.
Gaze long and mutely at the sweep
Of moonlit sands that lie
Shimmeringly.
Step softly over seed asleep
Reverently.
Rejoice in our unlimited bequest:
The fingering wind's friendly refrain,
Glint of silken wing in swinging nest,
Magical mist, articulate rain.
Wake, and count the gems of treasure,
Inventory soon will show
Another legacy to measure:
Magnificent missiles all in a row.

Helen Vitello Nunzio

"Discipline" Is Not A Dirty Word!

by William Monprode, Vice-Principal

Vailsburg High School, Newark, New Jersey

"Discipline" may refer either to subject matter or to the conduct of the pupils. We are here concerned with discipline in the latter sense although there has been a tendency in high quarters of the profession in recent years, unfortunately, to regard it as a dirty word. The truth is that discipline, like propaganda or politics, may be either good or bad and like them is a fact of life to be lived with and, if possible, turned to good account.

Constructively, discipline means systematic instruction and training designed to promote orderly conduct to prepare the pupil for his future responsibilities as a citizen.

Long before the apotheosis of "educational psychology," parents and teachers used rewards for good conduct and penalties for bad conduct (in varying proportions and with varying success) in the effort to induce proper behavior in children. We are told that in American schools several generations ago there was excessive reliance on penalties and too little use of rewards. Certainly, in recent times the prevailing tendency has been to try to promote proper conduct by "permissiveness" and to minimize, or even to deprecate, the use of penalties. Common sense and psychological research (as distinguished from pseudo-psychological theorizing) suggest that both rewards and penalties be used in judicious proportions. I suspect that truly good teachers in all times and in all countries have done just that, while the winds of pedagogical metaphysics have blown the insecure and the incompetent teachers first to one extreme and then to the other.

It has often been said that good teaching is the best means of securing good discipline, and few will dispute this if some qualifications are allowed. 1. Some pupils will act disruptively even in a good classroom situation. 2. Not all teachers can be expected to be "master teachers," and even the best teacher is not fully effective every period of every school day. 3. A minimum degree of order must be maintained in classroom and school, regardless of the quality of teaching. 4. Some disciplinary offenses occur in extra-classroom situations — corridors, lavatories, assemblies, cafeterias, and school grounds, and these are a primary responsibility of the school administration rather than the classroom teacher.

In the classroom, the teacher must make and enforce rules of good conduct using both rewards and penalties. The matter of rewards has been well explored in recent years, but in many schools the use of appropriate penalties has been foresworn in a flood of permissive philosophy with its horror of possible "trauma" or "stigmatism." Most children are able to accept and profit from such time-honored penalties as detention after school and an unequivocal "unsatisfactory" or "F" conduct rating on the report card, and parents can readily interpret them. In the few cases of recalcitrants who do not respond to these measures, the teacher has a right to expect from the administrator not bromides ("you must establish rapport with the pupils" or "there are no pupil failures, only teacher failures") but measures calculated to reinforce the teacher's efforts.

In addition to dealing with flagrant problems referred by the classroom teacher, offenses against general school discipline should be handled by the administrator if he expects the teachers to be alert and conscientious in detecting and reporting them. It is not enough to reward good school citizenship through awards and positive recognition. Bad school citizenship must be met promptly with clear-cut and meaningful penalties. Loss of privileges and central detention rooms outside school hours are devices well understood and respected by both pupils and parents. When the problem of a serious or chronic disciplinary offender reaches the administrative level, a concise case history should be compiled with the collaboration of the guidance staff, and the parents should be advised in writing of the nature of the problem.

Unfortunately, a few hard-core cases will not be resolved by these methods, and the admittedly drastic measures of suspension and even expulsion should be invoked. Too often, a pupil who should be ousted is retained on the theory that "suspension will do him more harm than good" and "we will then lose all influence over him". When an offender reaches this point, the school has

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A Glance At Danish Education

by B. Ernest Shore

B. E. Shore, formerly Assistant Professor of Slavic Languages and Culture at Montclair State College, spent the academic year 1962-1963 in research and teaching in Denmark and Italy.



Quadrilateral type of Danish high school, with extensive playing fields

Again this summer thousands of American teachers will be making a quick trip through some countries of western Europe for mental relaxation and educational profit. England and France almost invariably form the nucleus of their itinerary, which has occasional trajectories to allow a few days in Scotland, Italy, Switzerland, Germany, Belgium, or Holland, depending on special interests. All too often, Denmark, one of the most delightful of European states, remains unvisited because it lies too far out on the periphery of the traditional tourist stamping-ground. Yet, no one country in so short a time and so small a space offers so much genuine pleasure and valuable information to the visitor from the United States.

Certain conditions pertain to Denmark that make this possible. Roughly speaking, its area of 16,000 square miles is twice that of New Jersey and its five million inhabitants represent two-thirds of the population of this state. As a sovereign nation Denmark does not pose any kind of threat to the world, foreigners unconsciously therefore approach its institutions with an open, absorptive mind, uninfluenced by the jealousies and fears of international politics. From time immemorial, the Western powers have held the Danes in high esteem, and recently even Khrushchev has remarked that though the Soviet Union is better, Denmark is a good country. It takes outstanding quality to win approbation from both sides, and how did this come to be — that is the question.

Like most small nations nowadays, the Danes realize that their survival and independence rest on the highest possible development of their natural resources and their connection with a supranational body, like the United Nations, which is dedicated to the triumph of moral rightness over physical strength. This has led to the high standard of living and the urbanity of outlook that charm every visitor. Moreover, there is an uncomplicated simplicity about the situation in Denmark (if there was ever anything rotten, it has long since disappeared). Ninety-eight per cent of the inhabitants were born in the country, seventy-five per cent adhere to the same religious denomination, and complete equality exists both in theory and practice for all citizens. Not only are there no minority problems, but the vast majority of the people have much the same high level of living. The national class structure is shaped like the diamond on a playing-card — small at the top and bottom, but very wide across the middle. The land is almost as flat as the surrounding sea, with no geographic features to divide the population into sectional groups, and the surprisingly large number of variants of spoken Danish is fast giving way to the standard pronunciation of the apex of Danish culture, Copenhagen.

Copenhagen is Denmark in a test-tube. Here everything that is typical of the country can be observed and studied, the various elements can be isolated and subjected to the scrutiny of research. The visiting teacher from the United States naturally gives special attention to education and never fails to be impressed by the length of the teaching tradition, exemplified by the fact that the University of Copenhagen was founded in 1479, thirteen years before America was discovered. At first to train young people primarily for the Church and public administration, and maintained by special endowments, the University now has the following five faculties (in numerical order of registrants) Medicine, Arts, Law and Economics, Science, and Theology, to prepare students for all learned careers, and is entirely supported by the state. Tuition is free, attendance at lectures is voluntary, and examinations may generally be taken whenever the candidate feels prepared for them. The student body amounts to 7,000, a very large proportion of whom receive state grants or loans of varying sizes for their maintenance. Foreigners, who are of university standing in their own countries, are admitted to all courses except Medicine, which has overcrowded accommodation. Undergraduate life in Copenhagen seems to be a supremely happy experience for the student, who gets from the public all the indulgence universally given to youth, plus the respect generally accorded to learning.

The academic standards are very high at the University, because a rigorous selective process has been in operation throughout the earlier years of schooling. The highest education may be open and inexpensive to all matriculants, but less than seven per cent of Danish youth between the ages of twenty and twenty-four are university students. Compared with the thirty-five per cent that holds for the same age category in the United States, the figure is astonishingly low. What has been happening along the academic line to produce this result in Denmark?

One factor that does not lie on the surface is certainly the long established attitude that university education is only for the élite. In preceding centuries, the educationally privileged were the children of the wealthy upper classes, regardless of their natural endowments. With the advent of an almost classless society in the present century, the élite have become those whose natural abilities are superior, regardless of their social position. It still means a sort of aristocracy, but it is now not one of birth but of intellect.

The channeling of the academically gifted into certain groups with special programs begins as early as the primary school. Primary education is obligatory for all children between the ages of seven and fourteen in Denmark, a point which is also a surprise to American teachers when they recall that in the United States the age span is generally six to sixteen or more. The fact that Danish children attend school on a six-day week, which adds up to 236 days in the year rather

than the 178 that prevails in the United States, tends to increase their relative total attendance by almost two working years and thus to reduce the disparity with American children. In schools of more than fourteen classes, the Danes separate the pupils of less academic promise into their own classes by the end of the fifth year. This still leaves two years of compulsory schooling, which in their case, are slanted in the direction of practical subjects and which may be followed by as much as two more years of school work on a voluntary basis, with very pronounced emphasis on vocational training.



Danish primary school children in Copenhagen listening to the King's speech

The pupil of vocational bent who leaves school at the end of the seventh, eighth, or ninth year must obtain an apprenticeship by himself. Once this is done, the employer will pay for any books or further tuition, as well as for the necessary health insurance and medical care, and will furnish a small salary. At the end of six months the "contract" can be terminated by either party, but if it continues through the normal three-year period, the employer is pledged to give varied work experience to his apprentice and the apprentice is obliged to attend classes in the appropriate subject in a nearby institution one day a week, as well as to work the remaining five days. The system is reminiscent of the medieval guilds and it does provide cheap labor for the employers and good, practical experience for the apprentices. Some regulation of the quality of the instruction on the part of the employer is in effect, in that the apprentice takes an examination at the end of his training period. If he should fail, he is entitled to collect full compensation for his work from the employer.

The curriculum for the first five years of the primary school, taken by all the as yet undifferentiated pupils, includes such subjects as written and oral Danish, arithmetic, religious knowledge, history, geography, nature study, physical edu-

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THE HARRY A. SPRAGUE LIBRARY

PRESIDENT EMERITUS HARRY A. SPRAGUE

One of the more important names in the development of teacher education in the United States is that of Dr. Harry A. Sprague, whose signal contribution was made largely between the years 1924 and 1951, when he was President at Montclair. Coming from the superintendency of the schools of Summit, Dr. Sprague brought to his new career great vision of what might be accomplished; a practical understanding of schools and of teaching; and an extraordinary capacity to lead and to find leaders. He persuaded the State Board of Education to authorize a bold step and to adopt unusual plans. The program that he set up at Montclair produced fine teachers. Soon the essence of the Montclair program came to be emulated in various parts of the country, and to be studied by delegations of school men and women from all over the earth.

Having found teachers and leaders, Dr. Sprague dreamed of adequate facilities: of classrooms and laboratories, and of a great library to stand as the heart and center of the whole college. Montclair may not yet have fully caught up with his dream. But in naming this fine library in his honor, we now have the one building he longed for most.

— L. H. C.



The Bronze Bust of Dr. Sprague, the Gift of Many Alumni and Friends, is the work of Archimedes Giacomantonio



The Harry A. Sprague Library at Montclair State, Dedicated May 2, 1964



One of the ample browsing areas, this one on the second floor . . .



Individual study tables, with ready access to the needed books . . .



A study area in the Humanities Division gives students ready access to the facts . . .



The exhibition area in the front lobby, where there is always something new in art . . .

Photographs are by Gene Waldrik



A number of "group study rooms" for those who are working together on projects . . .



All of the current periodicals, in an atmosphere for study or for leisure reading . . .



The Money Behind Our Colleges

ARE AMERICA's colleges and universities in good financial health—or bad?

Are they pricing themselves out of many students' reach? Or can—and should—students and their parents carry a greater share of the cost of higher education?

Can state and local governments appropriate more money for higher education? Or is there a danger that taxpayers may "revolt"?

Does the federal government—now the third-largest provider of funds to higher education—pose a threat to the freedom of our colleges and universities? Or is the "threat" groundless, and should higher education seek even greater federal support?

Can private donors—business corporations, religious denominations, foundations, alumni, and alumnae—increase their gifts to colleges and universities as greatly as some authorities say is necessary? Or has private philanthropy gone about as far as it can go?

There is no set of "right" answers to such questions. College and university financing is complicated, confusing, and often controversial, and even the administrators of the nation's institutions of higher learning are not of one mind as to what the best answers are.

One thing is certain: financing higher education is not a subject for "insiders," alone. Everybody has a stake in it.



Where U.S. colleges and universities get their income

THESE DAYS, most of America's colleges and universities manage to make ends meet. Some do not: occasionally, a college shuts its doors, or changes its character, because in the jungle of educational financing it has lost the fiscal fitness to survive. Certain others, qualified observers suspect, hang onto life precariously, sometimes sacrificing educational quality to conserve their meager resources. But most U.S. colleges and universities survive, and many do so with some distinction. On the surface, at least, they appear to be enjoying their best financial health in history.

The voice of the bulldozer is heard in our land, as new buildings go up at a record rate. Faculty salaries in most institutions—at critically low levels not long ago—are, if still a long distance from the high-tax brackets, substantially better than they used to be. Appropriations of state funds for higher education are at an all-time high. The federal government is pouring money into the campuses at an unprecedented rate. Private gifts and grants were never more numerous. More students than ever before, paying higher fees than ever before, crowd the classrooms.

How real is this apparent prosperity? Are there danger signals? One purpose of this report is to help readers find out.

HOW DO colleges and universities get the money they run on? By employing a variety of financing processes and philosophies. By conducting, says one participant, the world's busiest patchwork quilting-bee.

U.S. higher education's balance sheets—the latest of which shows the country's colleges and universities receiving more than $7.3 billion in current-fund income—have been known to baffle even those men and women who are at home in the depths of a corporate financial statement. Perusing them, one learns that even the basic terms have lost their old, familiar meanings.

"Private" institutions of higher education, for example, receive enormous sums of "public" money—including more federal research funds than go to all so-called "public" colleges and universities.

And "public" institutions of higher education own some of the largest "private" endowments. (The endowment of the University of Texas, for instance, has a higher book value than Yale's.)

When the English language fails him so completely, can higher education's balance-sheet reader be blamed for his bafflement?

IN A RECENT year, U.S. colleges and universities got their current-fund income in this fashion:

20.7% came from student tuition and fees.
18.9% came from the federal government.
22.9% came from state governments.
2.6% came from local governments.
6.4% came from private gifts and grants.

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9.4% was other educational and general income, including income from endowments.

17.5% came from auxiliary enterprises, such as dormitories, cafeterias, and dining halls.

1.6% was student-aid income.

Such a breakdown, of course, does not match the income picture at any actual college or university. It includes institutions of many shapes, sizes, and financial policies. Some heat their classrooms and pay their professors largely with money collected from students. Others receive relatively little from this source. Some balance their budgets with large sums from governments. Others not only receive no such funds, but may actively spurn them. Some draw substantial interest from their endowments and receive gifts and grants from a variety of sources.

"There is something very reassuring about this assorted group of patrons of higher education," writes a college president. "They are all acknowledging the benefits they derive from a strong system of colleges and universities. Churches that get clergy, communities that get better citizens, businesses that get better employees—all share in the costs of the productive machinery, along with the student . . . ."

In the campus-to-campus variations there is often a deep significance; an institution's method of financing may tell as much about its philosophies as do the most eloquent passages in its catalogue. In this sense, one should understand that *whether* a college or university receives enough income to survive is only part of the story. *How* and *where* it gets its money may have an equally profound effect upon its destiny.



PRIVATE INSTITUTIONS:
34.3% of their income
comes from student fees.

from Students 20.7 per cent

LAST FALL, some 4.4 million young Americans were enrolled in the nation's colleges and universities—2.7 million in public institutions, 1.7 million in private.

For most of them, the enrollment process included a stop at a cashier's office, to pay tuition and other educational fees.

How much they paid varied considerably from one campus to another. For those attending public institutions, according to a U.S. government survey, the median in 1962–63 was $170 per year. For those attending private institutions, the median was $690—four times as high.

There were such differences as these:

In public universities, the median charge was $268.

In public liberal arts colleges, it was $168.

In public teachers colleges, it was $208.

In public junior colleges, it was $113.

Such educational fees, which do not include charges for meals or dormi-



PUBLIC INSTITUTIONS:
10% of their income
comes from student fees.

tory rooms, brought the nation's public institutions of higher education a total of $415 million—one-tenth of their entire current-fund income.

By comparison:

In private universities, the median charge was $1,038.

In private liberal arts colleges, it was $751.

In private teachers colleges, it was $575.

In private junior colleges, it was $502.

In 1961-62, such student payments brought the private colleges and universities a total of $1.1 *billion*—more than *one-third* of their entire current-fund income.

From all students, in all types of institution, America's colleges and universities thus collected a total of *$1.5 billion* in tuition and other educational fees.

Are tuition charges becoming too burdensome?



"NO NATION puts more stock in maximum college attendance by its youth than does the United States," says an American report to an international committee. "Yet no nation expects those receiving higher education to pay a greater share of its cost."

The leaders of both private and public colleges and universities are worried by this paradox.

Private-institution leaders are worried because they have no desire to see their campuses closed to all but the sons and daughters of well-to-do families. But, in effect, this is what may happen if students must continue to be charged more than a third of the costs of providing higher education—costs that seem to be eternally on the rise. (Since one-third is the average for *all* private colleges and universities, the students' share of costs is lower in some private colleges and universities, considerably higher in others.)

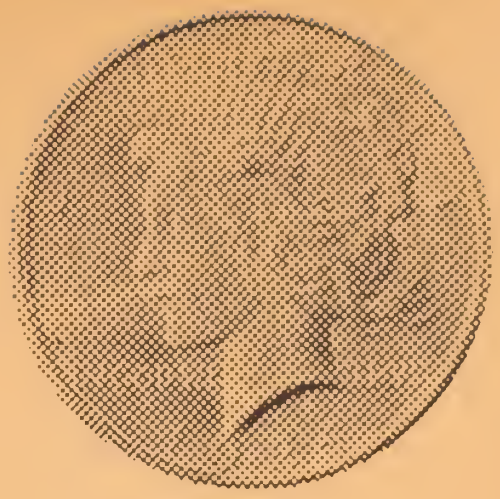
Public-institution leaders are worried because, in the rise of tuition and other student fees, they see the eventual collapse of a cherished American dream: equal educational opportunity for all. Making students pay a greater part of the cost of public higher education is no mere theoretical threat; it is already taking place, on a broad scale. Last year, half of the state universities and land-grant institutions surveyed by the federal government reported that, in the previous 12 months, they had had to increase the tuition and fees charged to home-state students. More than half had raised their charges to students who came from other states.

CAN THE RISE in tuition rates be stopped—at either public or private colleges and universities?

A few vocal critics think it should not be; that tuition should, in fact, go up. Large numbers of students can afford considerably more than they are now paying, the critics say.

"Just look at the student parking lots. You and I are helping to pay for those kids' cars with our taxes," one campus visitor said last fall.

Asked an editorial in a Tulsa newspaper:



"Why should taxpayers, most of whom have not had the advantage of college education, continue to subsidize students in state-supported universities who have enrolled, generally, for the frank purpose of eventually earning more than the average citizen?"

An editor in Omaha had similar questions:

"Why shouldn't tuition cover more of the rising costs? And why shouldn't young people be willing to pay higher tuition fees, and if necessary borrow the money against their expected earnings? And why shouldn't tuition charges have a direct relationship to the prospective earning power—less in the case of the poorer-paid professions and more in the case of those which are most remunerative?"

Such questions, or arguments-in-the-form-of-questions, miss the main point of tax-supported higher education, its supporters say.

"The primary beneficiary of higher education is society," says a joint statement of the State Universities Association and the Association of State Universities and Land-Grant Colleges.

"The process of making students pay an increasing proportion of the costs of higher education will, if continued, be disastrous to American society and to American national strength.

"It is based on the theory that higher education benefits only the individual and that he should therefore pay immediately and directly for its cost—through borrowing if necessary. . . .

"This is a false theory. . . . It is true that great economic and other benefits do accrue to the individual, and it is the responsibility of the individual to help pay for the education of others on this account—through taxation and through voluntary support of colleges and universities, in accordance with the benefits received. But even from the narrowest of economic standpoints, a general responsibility rests on society to finance higher education. The businessman who has things to sell is a beneficiary, whether he attends college or not, whether his children do or not . . . ."

Says a university president: "I am worried, as are most educators, about the possibility that we will price ourselves out of the market."

For private colleges—already forced to charge for a large part of the cost of providing higher education—the problem is particularly acute. As costs continue to rise, where will private colleges get the income to meet them, if not from tuition?

After studying 100 projections of their budgets by private liberal arts colleges, Sidney G. Tickton, of the Fund for the Advancement of Education, flatly predicted:

"Tuition will be much higher ten years hence."

Already, Mr. Tickton pointed out, tuition at many private colleges is beyond the reach of large numbers of students, and scholarship aid isn't large enough to help. "Private colleges are beginning to realize that they haven't been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future.

Or should students carry a heavier share of the costs?

CONTINUED

"The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled, but the signs are that they aren't likely to be able to do very much about it in the decade ahead."

What is the outlook at public institutions? Members of the Association of State Colleges and Universities were recently asked to make some predictions on this point. The consensus:

They expect the tuition and fees charged to their home-state students to rise from a median of $200 in 1962–63 to $230, five years later. In the previous five years, the median tuition had increased from $150 to $200. Thus the rising-tuition trend would not be stopped, they felt—but it would be slowed.



PRIVATE INSTITUTIONS:
1.4% of their income
comes from the states.

THE ONLY alternative to higher tuition, whether at public or private institutions, is increased income from other sources—taxes, gifts, grants. If costs continue to increase, such income will have to increase not merely in proportion, but at a faster rate—if student charges are to be held at their present levels.

What are the prospects for these other sources of income? See the pages that follow.

22.9 per cent from States



PUBLIC INSTITUTIONS:
39.7% of their income
comes from the states.

COLLEGES and universities depend upon many sources for their financial support. But one source towers high above all the rest: the American taxpayer.

The taxpayer provides funds for higher education through all levels of government—federal, state, and local.

Together, in the most recent year reported, governments supplied 44.4 per cent of the current-fund income of all U.S. colleges and universities—a grand total of $3.2 billion.

This was more than twice as much as all college and university students paid in tuition fees. It was nearly seven times the total of all private gifts and grants.

By far the largest sums for educational purposes came from state and local governments: $1.9 billion, altogether. (Although the federal government's over-all expenditures on college and university campuses were large—nearly $1.4 billion—all but $262 million was earmarked for research.)

STATES HAVE HAD a financial interest in higher education since the nation's founding. (Even before independence, Harvard and other colonial colleges had received government support.) The first state university, the University of Georgia, was chartered in 1785. As settlers

moved west, each new state received two townships of land from the federal government, to support an institution of higher education.

But the true flourishing of publicly supported higher education came after the Civil War. State universities grew. Land-grant colleges were founded, fostered by the Morrill Act of 1862. Much later, local governments entered the picture on a large scale, particularly in the junior-college field.

Today, the U.S. system of publicly supported colleges and universities is, however one measures it, the world's greatest. It comprises 743 institutions (345 local, 386 state, 12 federal), compared with a total of 1,357 institutions that are privately controlled.

Enrollments in the public colleges and universities are awesome, and certain to become more so.

As recently as 1950, half of all college and university students attended private institutions. No longer—and probably never again. Last fall, the public colleges and universities enrolled 60 per cent—one million more students than did the private institutions. And, as more and more young Americans go to college in the years ahead, both the number and the proportion attending publicly controlled institutions will soar.

By 1970, according to one expert projection, there will be 7 million college and university students. Public institutions will enroll 67 per cent of them.

By 1980, there will be 10 million students. Public institutions will enroll 75 per cent of them.



Will state taxes be sufficient to meet the rocketing demand?

THE FINANCIAL implications of such enrollments are enormous. Will state and local governments be able to cope with them?

In the latest year for which figures have been tabulated, the current-fund income of the nation's public colleges and universities was $4.1 billion. Of this total, state and local governments supplied more than $1.8 billion, or 44 per cent. To this must be added $790 million in capital outlays for higher education, including $613 million for new construction.

In the fast-moving world of public-college and university financing, such heady figures are already obsolete. At present, reports the Committee for Economic Development, expenditures for higher education are the fastest-growing item of state and local-government financing. Between 1962 and 1968, while expenditures for all state and local-government activities will increase by about 50 per cent, expenditures for higher education will increase 120 per cent. In 1962, such expenditures represented 9.5 per cent of state and local tax income; in 1968, they will take 12.3 per cent.

Professor M.M. Chambers, of the University of Michigan, has totted up each state's tax-fund appropriations to colleges and universities (see list, next page). He cautions readers not to leap to interstate comparisons; there are too many differences between the practices of the 50 states to make such an exercise valid. But the differences do not obscure

CONTINUED

State Tax Funds For Higher Education

	Fiscal 1963	Change from 1961	
Alabama	$22,051,000	−$346,000	− 1.5%
Alaska	3,301,000	+ 978,000	+42%
Arizona	20,422,000	+ 4,604,000	+29%
Arkansas	16,599,000	+ 3,048,000	+22.5%
California	243,808,000	+48,496,000	+25%
Colorado	29,916,000	+ 6,634,000	+28.25%
Connecticut	15,948,000	+ 2,868,000	+22%
Delaware	5,094,000	+ 1,360,000	+36.5%
Florida	46,043,000	+ 8,780,000	+23.5%
Georgia	32,162,000	+ 4,479,000	+21%
Hawaii	10,778,000	+ 3,404,000	+46%
Idaho	10,137,000	+ 1,337,000	+15.25%
Illinois	113,043,000	+24,903,000	+28.25%
Indiana	62,709,000	+12,546,000	+25%
Iowa	38,914,000	+ 4,684,000	+13.5%
Kansas	35,038,000	+ 7,099,000	+25.5%
Kentucky	29,573,000	+ 9,901,000	+50.25%
Louisiana	46,760,000	+ 2,203,000	+ 5%
Maine	7,429,000	+ 1,830,000	+32.5%
Maryland	29,809,000	+ 3,721,000	+20.5%
Massachusetts	16,503,000	+ 3,142,000	+23.5%
Michigan	104,082,000	+ 6,066,000	+ 6%
Minnesota	44,058,000	+ 5,808,000	+15.25%
Mississippi	17,500,000	+ 1,311,000	+ 8%
Missouri	33,253,000	+ 7,612,000	+29.5%

continued opposite

the fact that, between fiscal year 1961 and fiscal 1963, all states except Alabama and Montana increased their tax-fund appropriations to higher education. The average was a whopping 24.5 per cent.

Can states continue to increase appropriations? No one answer will serve from coast to coast.

Poor states will have a particularly difficult problem. The Southern Regional Education Board, in a recent report, told why:

"Generally, the states which have the greatest potential demand for higher education are the states which have the fewest resources to meet the demand. Rural states like Alabama, Arkansas, Mississippi, and South Carolina have large numbers of college-age young people and relatively small per-capita income levels." Such states, the report concluded, can achieve educational excellence only if they use a larger proportion of their resources than does the nation as a whole.

A leading Western educator summed up his state's problem as follows:

"Our largest age groups, right now, are old people and youngsters approaching college age. Both groups depend heavily upon the producing, taxpaying members of our economy. The elderly demand state-financed welfare; the young demand state-financed education.

"At present, however, the producing part of our economy is composed largely of 'depression babies'—a comparatively small group. For the next few years, their per-capita tax burden will be pretty heavy, and it may be hard to get them to accept any big increases."

But the alternatives to more tax money for public colleges and universities—higher tuition rates, the turning away of good students—may be even less acceptable to many taxpayers. Such is the hope of those who believe in low-cost, public higher education.

EVERY projection of future needs shows that state and local governments must increase their appropriations vastly, if the people's demands for higher education are to be met. The capacity of a government to make such increases, as a California study has pointed out, depends on three basic elements:

1) The size of the "stream of income" from which the support for higher education must be drawn;

2) The efficiency and effectiveness of the tax system; and

3) The will of the people to devote enough money to the purpose.

Of these elements, the third is the hardest to analyze, in economic terms. It may well be the most crucial.

Here is why:

In their need for increased state and local funds, colleges and universities will be in competition with growing needs for highways, urban renewal, and all the other services that citizens demand of their governments. How the available tax funds will be allocated will depend, in large measure, on how the people *rank* their demands, and how insistently they make the demands known.

"No one should know better than our alumni the importance of having society invest its money and faith in the education of its young people," Allan W. Ostar, director of the Office of Institutional Research, said recently. "Yet all too often we find alumni of state universities who are not willing to provide the same opportunity to future generations that they enjoyed. Our alumni should be leading the fight for adequate tax support of our public colleges and universities.

"If they don't, who will?"

To some Americans, the growth of state-supported higher education, compared with that of the private colleges and universities, has been disturbing for other reasons than its effects upon the tax rate.

One cause of their concern is a fear that government dollars inevitably will be accompanied by a dangerous sort of government control. The fabric of higher education, they point out, is laced with controversy, new ideas, and challenges to all forms of the status quo. Faculty members, to be effective teachers and researchers, must be free of reprisal or fears of reprisal. Students must be encouraged to experiment, to question, to disagree.

The best safeguard, say those who have studied the question, is legal autonomy for state-supported higher education: independent boards of regents or trustees, positive protections against interference by state agencies, post-audits of accounts but no line-by-line political control over budget proposals—the latter being a device by which a legislature might be able to cut the salary of an "offensive" professor or stifle another's research. Several state constitutions already guarantee such autonomy to state universities. But in some other states, college and university administrators must be as adept at politicking as at educating, if their institutions are to thrive.

Another concern has been voiced by many citizens. What will be the effects upon the country's private colleges, they ask, if the public-higher-education establishment continues to expand at its present rate? With state-financed institutions handling more and more students—and, generally, charging far lower tuition fees than the private institutions can afford—how can the small private colleges hope to survive?

President Robert D. Calkins, of the Brookings Institution, has said:

"Thus far, no promising alternative to an increased reliance on public institutions and public support has appeared as a means of dealing with the expanding demand for education. The trend may be checked, but there is nothing in sight to reverse it. . . .

"Many weak private institutions may have to face a choice between insolvency, mediocrity, or qualifying as public institutions. But enlarged opportunities for many private and public institutions will exist, often through cooperation.... By pooling resources, all may be strengthened.... In view of the recent support the liberal arts colleges have elicited, the more enterprising ones, at least, have an undisputed role for future service."



	Fiscal 1963	Change from 1961	
Montana	$11,161,000	−$ 70,000	− 0.5%
Nebraska	17,078,000	+ 1,860,000	+12.25%
Nevada	5,299,000	+ 1,192,000	+29%
New Hampshire	4,733,000	+ 627,000	+15.25%
New Jersey	34,079,000	+ 9,652,000	+39.5%
New Mexico	14,372,000	+ 3,133,000	+28%
New York	156,556,000	+67,051,000	+75%
North Carolina	36,532,000	+ 6,192,000	+20.5%
North Dakota	10,386,000	+ 1,133,000	+12.25%
Ohio	55,620,000	+10,294,000	+22.5%
Oklahoma	30,020,000	+ 3,000,000	+11%
Oregon	33,423,000	+ 4,704,000	+16.25%
Pennsylvania	56,187,000	+12,715,000	+29.5%
Rhode Island	7,697,000	+ 2,426,000	+46%
South Carolina	15,440,000	+ 2,299,000	+17.5%
South Dakota	8,702,000	+ 574,000	+ 7%
Tennessee	22,359,000	+ 5,336,000	+31.25%
Texas	83,282,000	+16,327,000	+24.5%
Utah	15,580,000	+ 2,441,000	+18.5%
Vermont	3,750,000	+ 351,000	+10.25%
Virginia	28,859,000	+ 5,672,000	+24.5%
Washington	51,757,000	+ 9,749,000	+23.25%
West Virginia	20,743,000	+ 3,824,000	+22.5%
Wisconsin	44,670,000	+ 7,253,000	+19.5%
Wyoming	5,599,000	+ 864,000	+18.25%
TOTALS	$1,808,825,000	+$357,499,000	
WEIGHTED AVERAGE			+24.5%

CONTINUED

18.9 per cent from Washington



PRIVATE INSTITUTIONS: 19.1% of their income comes from Washington.



PUBLIC INSTITUTIONS: 18.6% of their income comes from Washington.

"I SEEM TO SPEND half my life on the jets between here and Washington," said an official of a private university on the West Coast, not long ago.

"We've decided to man a Washington office, full time," said the spokesman for a state university, a few miles away.

For one in 20 U.S. institutions of higher education, the federal government in recent years has become one of the biggest facts of financial life. For some it is *the* biggest. "The not-so-jolly long-green giant," one man calls it.

Washington is no newcomer to the campus scene. The difference, today, is one of scale. Currently the federal government spends between $1 billion and $2 billion a year at colleges and universities. So vast are the expenditures, and so diverse are the government channels through which they flow to the campuses, that a precise figure is impossible to come by. The U.S. Office of Education's latest estimate, covering fiscal 1962, is that Washington was the source of $1.389 billion—or nearly 19 per cent—of higher education's total current-fund income.

"It may readily be seen," said Congresswoman Edith Green of Oregon, in a report last year to the House Committee on Education and Labor, "that the question is not *whether* there shall be federal aid to education."

Federal aid exists. It is big and is growing.

THE word *aid*, however, is misleading. Most of the federal government's expenditures in higher education—more than four and a half times as much as for all other purposes combined—are for research that the government needs. Thus, in a sense, the government is the purchaser of a commodity; the universities, like any other producer with whom the government does business, supply that commodity. The relationship is one of *quid pro quo*.

Congresswoman Green is quick to acknowledge this fact:

"What has not been . . . clear is the dependency of the federal government on the educational system. The government relies upon the universities to do those things which cannot be done by government personnel in government facilities.

"It turns to the universities to conduct basic research in the fields of agriculture, defense, medicine, public health, and the conquest of space, and even for managing and staffing of many governmental research laboratories.

"It relies on university faculty to judge the merits of proposed research.

"It turns to them for the management and direction of its foreign aid programs in underdeveloped areas of the world.

"It relies on them for training, in every conceivable field, of government personnel—both military and civilian."

THE FULL RANGE of federal-government relationships with U.S. higher education can only be suggested in the scope of this report. Here are some examples:

Land-grant colleges had their origins in the Morrill Land Grant College Act of 1862, when the federal government granted public lands to the states for the support of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts," but not excluding science and classics. Today there are 68 such institutions. In fiscal 1962, the federal government distributed $10.7 million in land-grant funds.

The armed forces operate officers training programs in the colleges and universities—their largest source of junior officers.

Student loans, under the National Defense Education Act, are the major form of federal assistance to undergraduate students. They are administered by 1,534 participating colleges and universities, which select recipients on the basis of need and collect the loan repayments. In fiscal 1962, more than 170,000 undergraduates and nearly 15,000 graduate students borrowed $90 million in this way.

"The success of the federal loan program," says the president of a college for women, "is one of the most significant indexes of the important place the government has in financing private as well as public educational institutions. The women's colleges, by the way, used to scoff at the loan program. 'Who would marry a girl with a debt?' people asked. 'A girl's dowry shouldn't be a mortgage,' they said. But now more than 25 per cent of our girls have government loans, and they don't seem at all perturbed."

Fellowship grants to graduate students, mostly for advanced work in science or engineering, supported more than 35,000 persons in fiscal 1962. Cost to the government: nearly $104 million. In addition, around 20,000 graduate students served as paid assistants on government-sponsored university research projects.

Dormitory loans through the college housing program of the Housing and Home Finance Agency have played a major role in enabling colleges and universities to build enough dormitories, dining halls, student unions, and health facilities for their burgeoning enrollments. Between 1951 and 1961, loans totaling more than $1.5 billion were approved. Informed observers believe this program finances from 35 to 45 per cent of the total current construction of such facilities.

Grants for research facilities and equipment totaled $98.5 million in fiscal 1962, the great bulk of which went to universities conducting scientific research. The National Science Foundation, the National Institutes of Health, the National Aeronautics and Space Administration, and the Atomic Energy Commission are the principal sources of such grants. A Department of Defense program enables institutions to build facilities and write off the cost.

To help finance new classrooms, libraries, and laboratories, Congress last year passed a $1.195 billion college aid program and, said President

Can federal dollars properly be called federal "aid"?





38%
of Federal research funds go to these 10 institutions:

U. of California
Mass. Inst. of Technology
Columbia U.
U. of Michigan
Harvard U.
U. of Illinois
Stanford U.
U. of Chicago
U. of Minnesota
Cornell U.



59%
of Federal research funds go to the above 10 + these 15:

U. of Wisconsin
U. of Pennsylvania
New York U.
Ohio State U.
U. of Washington
Johns Hopkins U.
U. of Texas
Yale U.
Princeton U.
Iowa State U.
Cal. Inst. of Technology
U. of Pittsburgh
Northwestern U.
Brown U.
U. of Maryland

Johnson, thus was "on its way to doing more for education than any since the land-grant college bill was passed 100 years ago."

Support for medical education through loans to students and funds for construction was authorized by Congress last fall, when it passed a $236 million program.

To strengthen the curriculum in various ways, federal agencies spent approximately $9.2 million in fiscal 1962. Samples: A $2 million National Science Foundation program to improve the content of science courses; a $2 million Office of Education program to help colleges and universities develop, on a matching-fund basis, language and area-study centers; a $2 million Public Health Service program to expand, create, and improve graduate work in public health.

Support for international programs involving U.S. colleges and universities came from several federal sources. Examples: Funds spent by the Peace Corps for training and research totaled more than $7 million. The Agency for International Development employed some 70 institutions to administer its projects overseas, at a cost of about $26 million. The State Department paid nearly $6 million to support more than 2,500 foreign students on U.S. campuses, and an additional $1.5 million to support more than 700 foreign professors.

BUT the greatest federal influence, on many U.S. campuses, comes through the government's expenditures for research.

As one would expect, most of such expenditures are made at universities, rather than at colleges (which, with some exceptions, conduct little research).

In the 1963 Godkin Lectures at Harvard, the University of California's President Clark Kerr called the federal government's support of research, starting in World War II, one of the "two great impacts [which], beyond all other forces, have molded the modern American university system and made it distinctive." (The other great impact: the land-grant college movement.)

At the institutions where they are concentrated, federal research funds have had marked effects. A self-study by Harvard, for example, revealed that *90 per cent* of the research expenditures in the university's physics department were paid for by the federal government; *67 per cent* in the chemistry department; and *95 per cent* in the division of engineering and applied physics.

IS THIS government-dollar dominance in many universities' research budgets a healthy development?

After analyzing the role of the federal government on their campuses, a group of universities reporting to the Carnegie Foundation for the Advancement of Teaching agreed that "the effects [of government expenditures for campus-based research projects] have, on balance, been salutary."

Said the report of one institution:

"The opportunity to make expenditures of this size has permitted a

research effort far superior to anything that could have been done without recourse to government sponsors. . . .

"Any university that declined to participate in the growth of sponsored research would have had to pay a high price in terms of the quality of its faculty in the science and engineering areas. . . ."

However, the university-government relationship is not without its irritations.

One of the most irksome, say many institutions, is the government's failure to reimburse them fully for the "indirect costs" they incur in connection with federally sponsored research—costs of administration, of libraries, of operating and maintaining their physical plant. If the government fails to cover such costs, the universities must—often by drawing upon funds that might otherwise be spent in strengthening areas that are not favored with large amounts of federal support, *e.g.*, the humanities.

Some see another problem: faculty members may be attracted to certain research areas simply because federal money is plentiful there. "This . . . may tend to channel their efforts away from other important research and . . . from their teaching and public-service responsibilities," one university study said.

The government's emphasis upon science, health, and engineering, some persons believe, is another drawback to the federal research expenditures. "Between departments, a form of imbalance may result," said a recent critique. "The science departments and their research may grow and prosper. The departments of the humanities and social sciences may continue, at best, to maintain their *status quo*."

"There needs to be a National Science Foundation for the humanities," says the chief academic officer of a Southern university which gets approximately 20 per cent of its annual budget from federal grants.

"Certainly government research programs create imbalances within departments and between departments," said the spokesman for a leading Catholic institution, "but so do many other influences at work within a university.... Imbalances must be lived with and made the most of, if a level of uniform mediocrity is not to prevail."

THE CONCENTRATION of federal funds in a few institutions—usually the institutions which already are financially and educationally strong—makes sense from the standpoint of the *quid pro quo* philosophy that motivates the expenditure of most government funds. The strong research-oriented universities, obviously, can deliver the commodity the government wants.

But, consequently, as a recent Carnegie report noted, "federal support is, for many colleges and universities, not yet a decisive or even a highly influential fact of academic life."

Why, some persons ask, should not the government conduct equally well-financed programs in order to improve those colleges and universities which are *not* strong—and thus raise the quality of U.S. higher education as a whole?



90%
of Federal research funds go to the 25 opposite + these 75:

Pennsylvania State U.
Duke U.
U. of Southern Cal.
Indiana U.
U. of Rochester
Washington U.
U. of Colorado
Purdue U.
George Washington U.
Western Reserve U.
Florida State U.
Yeshiva U.
U. of Florida
U. of Oregon
U. of Utah
Tulane U.
U. of N. Carolina
Michigan State U.
Polytechnic Inst. of Brooklyn
U. of Miami
U. of Tennessee
U. of Iowa
Texas A. & M. Col.
Rensselaer Polytechnic Inst.
U. of Kansas
U. of Arizona
Vanderbilt U.
Syracuse U.
Oregon State U.
Ga. Inst. of Technology
U. of Virginia
Rutgers U.
Louisiana State U.
Carnegie Inst. of Technology
U. of Oklahoma
N. Carolina State U.
Illinois Inst. of Technology
Wayne State U.
Baylor U.
U. of Denver
U. of Missouri
U. of Georgia
U. of Arkansas
U. of Nebraska
Tufts U.
U. of Alabama
New Mexico State U.
Washington State U.
Boston U.
U. of Buffalo
U. of Kentucky
U. of Cincinnati
Stevens Inst. of Technology
Oklahoma State U.
Georgetown U.
Medical Col. of Virginia
Mississippi State U.
Colorado State U.
Auburn U.
Dartmouth Col.
Emory U.
U. of Vermont
Brandeis U.
Marquette U.
Jefferson Medical Col.
Va. Polytechnic Inst.
U. of Louisville
Kansas State U.
St. Louis U.
West Virginia U.
U. of Hawaii
U. of Mississippi
Notre Dame U.
U. of New Mexico
Temple U.

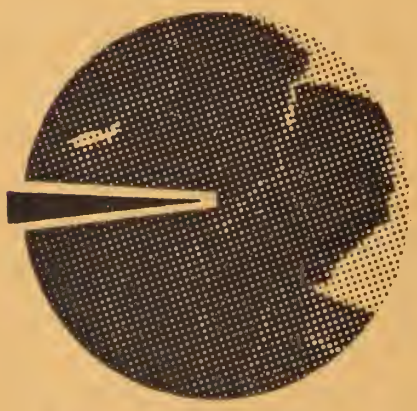
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This question is certain to be warmly debated in years to come. Coupled with philosophical support or opposition will be this pressing practical question: can private money, together with state and local government funds, solve higher education's financial problems, without resort to Washington? Next fall, when the great, long-predicted "tidal wave" of students at last reaches the nation's campuses, the time of testing will begin.

6.4 per cent from Gifts and Grants



PRIVATE INSTITUTIONS: 11.6% of their income comes from gifts and grants.



PUBLIC INSTITUTIONS: 2.3% of their income comes from gifts and grants.

As a source of income for U.S. higher education, private gifts and grants are a comparatively small slice on the pie charts: 11.6% for the private colleges and universities, only 2.3% for public.

But, to both types of institution, private gifts and grants have an importance far greater than these percentages suggest.

"For us," says a representative of a public university in the Midwest, "private funds mean the difference between the adequate and the excellent. The university needs private funds to serve purposes for which state funds cannot be used: scholarships, fellowships, student loans, the purchase of rare books and art objects, research seed grants, experimental programs."

"Because the state provides basic needs," says another public-university man, "every gift dollar can be used to provide for a margin of excellence."

Says the spokesman for a private liberal arts college: "We must seek gifts and grants as we have never sought them before. They are our one hope of keeping educational quality up, tuition rates down, and the student body democratic. I'll even go so far as to say they are our main hope of keeping the college, as we know it, alive."

From 1954–55 through 1960–61, the independent Council for Financial Aid to Education has made a biennial survey of the country's colleges and universities, to learn how much private aid they received. In four surveys, the institutions answering the council's questionnaires reported they had received more than *$2.4 billion* in voluntary gifts.

Major private universities received $1,046 million.
Private coeducational colleges received $628 million.
State universities received nearly $320 million.
Professional schools received $171 million.
Private women's colleges received $126 million.
Private men's colleges received $117 million.
Junior colleges received $31 million.
Municipal universities received nearly $16 million.

Over the years covered by the CFAE's surveys, these increases took place:

Gifts to the private universities went up 95.6%.
Gifts to private coed colleges went up 82%.
Gifts to state universities went up 184%.
Gifts to professional schools went up 134%.

Where did the money come from? Gifts and grants reported to the council came from these sources:

General welfare foundations gave $653 million.
Non-alumni donors gave $539.7 million.
Alumni and alumnae gave $496 million.
Business corporations gave $345.8 million.
Religious denominations gave $216 million.
Non-alumni, non-church groups gave $139 million.
Other sources gave $66.6 million.

All seven sources increased their contributions over the period.



Coming: a need for $9 billion a year. Impossible?

BUT THE RECORDS of past years are only preludes to the voluntary giving of the future, experts feel.

Dr. John A. Pollard, who conducts the surveys of the Council for Financial Aid to Education, estimates conservatively that higher education will require $9 billion per year by 1969–70, for educational and general expenditures, endowment, and plant expansion. This would be 1.3 per cent of an expected $700 billion Gross National Product.

Two billion dollars, Dr. Pollard believes, must come in the form of private gifts and grants. Highlights of his projections:

Business corporations will increase their contributions to higher education at a rate of 16.25 per cent a year. Their 1969–70 total: $508 million.

Foundations will increase their contributions at a rate of 14.5 per cent a year. Their 1969–70 total: $520.7 million.

Alumni will increase their contributions at a rate of 14.5 per cent a year. Their 1969–70 total: $591 million.

Non-alumni individuals will increase their contributions at a rate of 12.6 per cent a year. Their 1969–70 total: $524.6 million.

Religious denominations will increase their contributions at a rate of 12.7 per cent. Their 1969–70 total: $215.6 million.

Non-alumni, non-church groups and other sources will increase their contributions at rates of 4 per cent and 1 per cent, respectively. Their 1969–70 total: $62 million.

"I think we must seriously question whether these estimates are realistic," said a business man, in response to Dr. Pollard's estimate of 1969–70 gifts by corporations. "Corporate funds are not a bottomless pit; the support the corporations give to education is, after all, one of the costs of doing business. . . . It may become more difficult to provide for such support, along with other foreseeable increased costs, in setting product prices. We cannot assume that all this money is going to be available simply because we want it to be. The more fruit you shake from the tree, the more difficult it becomes to find still more."

CONTINUED

But others are more optimistic. Says the CFAE:

"Fifteen years ago nobody could safely have predicted the level of voluntary support of higher education in 1962. Its climb has been spectacular. . . .

"So, on the record, it probably *is* safe to say that the potential of voluntary support of U.S. higher education has only been scratched. The people have developed a quenchless thirst for higher learning and, equally, the means and the will to support its institutions adequately."

ALUMNI AND ALUMNAE will have a critical role to play in determining whether the projections turn out to have been sound or unrealistic.

Of basic importance, of course, are their own gifts to their alma maters. The American Alumni Council, in its most recent year's compilation, reported that alumni support, as measured from the reports of 927 colleges and universities, had totaled $196.7 million—a new record.

Lest this figure cause alumni and alumnae to engage in unrestrained self-congratulations, however, let them consider these words from one of the country's veteran (and most outspoken) alumni secretaries:

"Of shocking concern is the lack of interest of most of the alumni. . . . The country over, only about one-fifth on the average pay dues to their alumni associations; only one-fourth on the average contribute to their alumni funds. There are, of course, heartwarming instances where participation reaches 70 and 80 per cent, but they are rare. . . ."

Commenting on these remarks, a fund-raising consultant wrote:

"The fact that about three-fourths of college and university alumni do not contribute anything at all to their alma maters seems to be a strong indication that they lack sufficient feeling of responsibility to support these institutions. There was a day when it could be argued that this support was not forthcoming because the common man simply did not have funds to contribute to universities. While this argument is undoubtedly used today, it carries a rather hollow ring in a nation owning nearly two cars for every family and so many pleasure boats that there is hardly space left for them on available water."

Alumni support has an importance even beyond the dollars that it yields to higher education. More than 220 business corporations will match their employees' contributions. And alumni support—particularly the percentage of alumni who make gifts—is frequently used by other prospective donors as a guide to how much *they* should give.

Most important, alumni and alumnae wear many hats. They are individual citizens, corporate leaders, voters, taxpayers, legislators, union members, church leaders. In every role, they have an effect on college and university destinies. Hence it is alumni and alumnae, more than any other group, who will determine whether the financial health of U.S. higher education will be good or bad in years to come.

What will the verdict be? No reader can escape the responsibility of rendering it.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. (The editors, of course, speak for themselves and not for their institutions.)
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Adviser, Let Him Do It Himself!

by Nancy Friedlander

James Caldwell High School, Caldwell, New Jersey

Perhaps Ambrose Bierce hit closest to the matter of advising when he characterized advice as "the smaller current coin." This devilish definition may well become the basis for an account of the investment that any person makes when he, of full and sound mind, says, "Yes, I'll advise that activity."

The risk encountered by anyone who willingly takes upon himself such a venture is largely that an even rate of exchange exists between student and teacher. When a student participates in an activity, a silent promissory note, a kind of I-O-U, is issued between him and his adviser.

The student agrees to bring interest, time, dedication, patience, awareness, opinions, self-reliance, and trust to the mutual relationship. What is often underplayed, though, is that the adviser brings exactly the same things, if he is to be effective and far-reaching in his role.

How many times has an adviser over-promoted and over-controlled a project only to find that the end product was a kind of counterfeit success, a peculiar species of success that looks good on the outside but is non-negotiable on the inside. For student as well as adviser often realizes whether he is trusted and respected, whether he is considered able in the deepest sense of the word.

On the other side of the coin is the balanced relationship between adviser and student, working to support each other's interests toward the wider benefit of all concerned. When such a relationship exists in its highest form, both teacher and student share equally in the gains, and nothing that takes place in the confines of the classroom can duplicate the mutual profits realized by each party, yea, investor.

This bond, as it were, that grows and deepens as the association matures, can best be illustrated if we turn for a moment to a particular activity, the high school newspaper, a medium of exchange designed to report, interpret, and comment upon the school scene.

The written word, its effective uses, its factual boundaries, its connotative limits, its creative possibilities: this is the major concern of most students participating in newspaper work. For these students no token effort is possible, since copywriting, editing, and revising fall directly into their province. Nor is this work left to a "choice



few," those most readily able to produce a smooth flow of words. Often the best feature or sports writers will be those who agonize over their work, stumbling, halting, finally pouring out what becomes interesting and entertaining material, rich in creativity. Usually, they will stop to play or horse around, perhaps as a method of resupplying a dwindling fund of snappy phrases or regenerating enthusiasm for the task at hand. The unperceptive teacher could foolishly search elsewhere for more efficient, "dedicated" students. He makes a grave error in so doing, for the creative mind seldom flourishes in a highly organized, regimented atmosphere.

Rather, the aura that hangs over the newspaper room or office most often resembles the excitement accompanying a holocaust, and when deadline closes, the appearance of that center of calamity and confusion is like a scene produced by a large scale bombing. But from the midst of the scattered Rogets, the stubby grease pencils, the scraps of partially developed brain children, emerges a feeling and subsequently a reality that something very important has occurred. The students, aided when needed by the adviser, produce a joint account otherwise known as a publication.

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An Analysis Of The Reading Process

by Lawrence H. Conrad

Professor Emeritus of English, Montclair State College



When the will says to the mind, "Read!" it is throwing in the master switch that controls many operations. Governed by this general intention, the eye commences its quick little movements, focusing and shifting along the lines of a page, lingering at each station for so long as it takes the mind to summon up the sense belonging to words which fall within the span of focus, and then moving on. The brain receives intelligence of the symbols on the page, and establishes its recognition of them through memory, deduction, and apprehension, signaling the eye to move forward as soon as intelligence is received, and letting the recognition occur in its own appropriate department while the eye is bringing in its impression of the next word-group. Similarly, the separate recognitions are moved on to another department to be assembled, so as to "make room" for the next operation of recognition. And the assembly process, which produces understanding, lags a little behind, coming into being like a slow dawn, often when the direct attention of the reader has moved forward into a new sentence, or even much later than that.

The reader himself, when he commences to read, is like a man entering a long, narrow passage that is dark, but that is provided with almost innumerable buttons controlling lights of varying candle-power. Each recognition of a word is like the pressing of one of these buttons, providing some illumination of the immediate scene and making it easier to locate other buttons farther along. Similarly, at the close of a each sentence, some glow remains that carries the reader along

into the next sentence.

It is possible to go dimly through these corridors, and no doubt most of us do. It is possible to read text in which we are able only to turn on the lights of low candle-power, groping and stumbling our way along. And it is possible to become so expert that with little effort we switch on the great ceiling-lights almost by instinct, passing through endless corridors so brightly lighted that they impress themselves and all their wall-decoration deeply into the mind and the memory. It is this kind of reading, of course, that is most desirable and most valuable.

Image, Recognition, Meaning

Of the three departments in which the operations of reading are handled, we know most about the first: the physical operation that brings to the mind the sense impressions of what is on the page. Most discussions of reading treat this step very fully, and there are so many fine studies of it that it needs no special emphasis here. It is enough to say, perhaps, that its importance in the whole process can easily be overestimated, and that steps taken to adjust the eye movements of the reader ought not to be arbitrary steps, but should be based upon an understanding of what occurs in reading **after the eye gets through with its part.** For reading is not done with eyes: it is done with the mind.

The first step within the mind is recognition. The reader either recognizes a word, or he does not. If he does, his recognition consists in remembering previous experiences with it. Those experiences may have been deep and lasting, or they may have been merely superficial. If the former, the word is brilliantly illuminated, so to speak, and casts its light also upon other words in its vicinity, particularly upon those words that are only connective in the functions they serve. One or two real flashes, usually, are enough to illuminate a whole sentence. But no word, it must be said, ever has exactly the same sense and no other, in any two occurrences in reading-text. And so the recognition of a word is only an intermediate step in reading. The reader who accepts words at their memory-value is not reading, in any full measure. He is like a man walking in a dream, vaguely aware of landmarks he has seen before in some other world; but if he stopped to scrutinize one carefully, its more familiar traits would vanish. He is not reading afresh, but is only reviewing his memories.

Where there is no recollection of having seen the word before, it is still possible to read. For the word may be so used here, that its sense is apparent. It comes to the mind, then, as new knowledge, deduced by observation; it is an unknown quantity in an equation that definitely fixes its value. But even if the word is not so used that it must mean one thing and no other, it is still possible to read. The word may receive some illumination from the general tone of the passage (from the ceiling-lights, so to speak), and some more from a neighboring word that is itself brightly lighted. Thus the reader may apprehend, without knowing for certain, just how the word is to be taken. We accept many such apprehensions in the course of our reading, taking words at a certain value tentatively and waiting for a later confirmation in the text. We pass them on, as it were, to the assembly-line, marked with interrogation points, and leave it to the assembly operation to put them into place if they will fit.

The assembly itself, which furnishes the deepest undertones of rumbling in the mind, is almost a leisurely occupation by comparison with these lightning-swift recognitions, decisions, and judgments. For the assembly is a reflective process (and here our figurative use of the idea of light comes almost to have a literal application); the glow from each separate word is caught as though by reflectors, and the whole light, from all of them, is assembled into a dawn of understanding: dawn after dawn illuminates the mind. And with the increased light, more and more can be seen than in the first dim step of recognition. Somewhere, lagging behind the eye and the primary functions of the mind, comes the high noon of understanding, when all stands forth bold and clear. And even long afterward, in the very sunset of the experience, when the glow is about to fade from the mind, an occasional rocket of understanding will burst to throw new light over some part of the experience.

But the end is not yet. For each time any part of this understanding is re-aroused by subsequent reading, and each time any part of it is employed in thinking, speaking, or writing, some measure of the heat and the glow will return. It is misleading to suppose that reading only "maketh a full man," adding to the store of his knowledge. It makes an able man, too, for it trains his mind in the ways of thought, and increases his knowledge not only by what it adds, but also by what it enables him to do with what he already has. The whole aim of general education, in fact, does not

go beyond what a proper training in reading could insure.

Our analysis of the reading process should give us, then, much information on which to base training in reading, and this training in turn should operate as a corrective of method in the whole realm of educational procedure. That considerable part of education which is got by reading can all be improved, particularly in quality, by improvement in reading itself. With an outline before us of what takes place in the mind of the reader, we should be able to hazard a few statements concerning the important business of learning to read.

The Reading Lesson

Training in reading should be a training of the eye to serve the requirements of the mind, whatever they may be. It should in no case adapt the mind to the behavior of the eye, whether that behavior be natural, or acquired as a result of training. For example, in the matter of speed in reading, the test should not be whether the eye can in fact be trained to focus more rapidly, but rather whether the mind can adequately take care of sense impressions brought in at a more rapid rate. The norm must not be based upon what the eye can do, but only upon the amount of time the mind requires **to do all the things it needs to do.** So, too, in the grouping of words. This has been thought of as a problem in measuring the span of focus. Actually, it must be thought of in terms of meaning. And in terms of meaning, some lines of type will require more frequent focusing. Similarly, some classes of reading matter will call for much sharper attention than the standard reading-rates permit.

Lingering must be permitted, too, if the eye is to be servant to the mind. For unless the mind can give each word and word-group the treatment it requires, the best aim of reading is defeated, and the thought-process is corrupted, so that it becomes superficial and hasty. The effect which such corruption has already wrought in the realm of education is incalculable.

And there is yet another practice which our revised view of reading must permit, whatever this practice does to the regulation of eye-movement. The eye must be free to go back, on occasion, to focus anew upon passages which have acquired new sense as a result of the completion of the reflective process — in the mind. Corrections are always occurring in the mind after the eye has moved on. New material or new evidence is uncovered; or a misapprehension, accepted at the moment, fails to stand up in the assembling of the whole meaning. Every reader knows this "feeling" of something coming clear of its own accord after it had been accepted with some puzzled reserve. To make reading truly valuable, that sentence should be re-read, then, at the moment its true sense dawns in the mind. No regulation that we put upon the eye should refuse it permission to perform the little errand that will carry the mind back over a previous sentence which has belatedly blossomed into meaning. For such an apprehension is only potential until it is given a heavier underscoring than the original misapprehension had.

Training in reading should be a training of the mind in those operations that are involved in recognizing the senses of words. A study of the dictionary will not serve the purpose. Words do not have meaning in and of themselves; they acquire meaning in use. And the meaning varies with use. A reader is not equipped to interpret a given word in the text until he is aware how many meanings and what meanings that word may, in different uses, be made to convey. If this seems a difficult requirement, it is only so because our reading-program has previously given little or no attention to the multiple senses of words. Such an acquaintance with words, if begun early, should seem most natural to any student. He gets, and has, his education through the medium of words; he conducts his thinking largely in verbal forms. It should not be difficult to conceive that his knowledge of what those words may mean is the most important item in his intellectual life. It deserves, then, the emphatic position in the reading program.

In terms of what happens to a word when it is brought to the mind for recognition, the best possible way to acquire knowledge of words is by comparing meanings. There are two ways in which this may be done, and different types of exercises may be evolved for each of these ways. (1) A given word may be presented in a number of different uses (in sentences, perhaps), and its various meanings compared and studied until student or class has become familiar with all the different things that word can say; and (2) a word may be presented in **one** use, and the interpretations of it that are made by different readers may be compared and studied. Whatever educational practices and devices are required to make this knowledge permanent should form the bulk of the reading-program in any school.

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The School Budget and You

by George Wuesthoff

Superintendent of the Public Schools of Atlantic Highlands

To most people, February is budget time, but to those who are responsible for making the budget, it sometimes seems that budget making is all the time. School superintendents and board secretaries continually watch the costs and try to think of both present and future needs. Formal budget work moves through outlines, tentative proposals, and discussion meetings during September, October, and November, and results in a budget in December.

January brings public hearings and February has its elections or approvals, (if the public does not vote on the budget). This process must follow all the procedures and deadlines as established by law. This is a complicated and laborious process: to teachers it means equipment, facilities, and raises; to taxpayers it probably means higher taxes; to board members, board secretaries, and superintendents it means headaches and to the children, it should mean a better education.

The Budget Issue of the Atlantic Highlands Board tried to answer some of the most asked questions as follows:

WHAT IS A SCHOOL BUDGET? It is the educational program in terms of dollars and cents. A budget accurately sets forth a plan which satisfies the needs of the school community, and further explains the manner in which the money is to be raised.

WHO MAKES UP THE BUDGET? The superintendent organizes the presentation after consulting with the principals, teachers, board members, and the auditor. It is based on past experience, present conditions, and future needs. The classifications and divisions follow the approved form for budgets of the State Department of Education in New Jersey.

HOW DO YOU JUDGE A BUDGET? You judge it by the QUALITY of the educational program, and the COST of maintaining this quality.

Consider these facts:

School budgets are the only budgets subject to a vote by all the voters. Federal, state, county and municipal budgets do not face this hurdle.

School budgets are well publicized. Besides the legal notices, public printings, and public hearing most boards do everything possible to make the public aware of the proposed budget.

A voter-defeated school budget is subject to another public vote. For this vote, it can be lowered but not raised. If it is beaten, it goes to the municipal governing body for final decision.

Voter apathy in school election is the usual thing. Many New Jersey districts have less than a ten per cent vote in school election.

Older citizens now feel less of a tax pinch on the pension-income supported homestead, since the new law gives them added tax relief in New Jersey.

Poor schools usually develop over a period of time in which not enough funds were budgeted to provide essential schools and educational services.

With all this in mind I would like to suggest some approaches or **patterns** that may help all of us provide greater educational advantages for **the children.**

1. **Everyone should support the N.J.E.A. programs for a broader tax base.** Many budget defeats are tied to the protests of home owners voted against school budgets because this is the only way open to them to fight increased taxation. We can expect more budget defeats unless there are tax reforms. "No New Taxes" in effect means headaches for education.
2. **Educators should work for better budgets.** Superintendents stick their necks out to advocate improvements. Teachers should help originate these proposals and lend their professional support in securing these. It is the obligation of the professional to suggest ways that the school can better serve the needs of the children and work through proper channels to help make them a reality.
3. **Greater respect and cooperation should be given to board members.** Despite some thoughts to the contrary, educators and board members are members of the same team; they are all working for the good of the children and the community. The board has a right to expect complete and constructive proposals from its professional staff through the superintendent. I believe that educators have sometimes failed

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Should We Penalize

by Howard Stern, Attorney at Law

Shavick, Thevos, Stern, Schotz & Steiger
Counselors at Law, Paterson, New Jersey

In the overall approach to the problems of student delinquency and crime, the burden of solution has substantially shifted from the home to public agencies, including the school. Psychological guidance and the imposition of penalties are directed to the juvenile and only rarely involve the parent. Have we reached a point where it is time to take a get-tough attitude toward the parent? If we have, what are the legal tools which are available?

We do not suggest an abandonment of any of the presently useful positive methods of dealing through and with the student in an attempt to get at the root of the problem, and thereby alter poor attitudes which have a potential of causing difficulty. We do suggest the possibility that the classroom teacher and school administrator have, in frustrating circumstances, abandoned the possibility of reforming the attitude of the parent and have completely focused on the child. In focusing total attention on the child, the teacher is frequently faced with a necessity to combat an actively negative and damaging attitude on the part of the parent. Where the parent persists in encouraging, or permitting, the child's aggressions, is the school helpless?

In an enlightened atmosphere there is quite properly a heavy reliance upon instruction, reform, and rehabilitation to control delinquent or criminal behavior. These programs, however, have not been so effective as to permit society to abandon its basic system of penalties as a prime deterrent. In the area of parental responsibility for juvenile misbehavior, there is by and large no utilization of this system of penalties. The increase in asocial behavior in some segments of the student population indicates a need for the employment of something more than the approach of reason as a preventive in dealing with parents whose irresponsible attitudes can be traced directly to the difficulties of their children.

We approach the problem in its two aspects: (1) the liability of the parent for the torts or civil wrongs committed by the child; (2) the liability of the parent for the crimes of the child. There is necessarily a certain amount of intermingling of these two concepts.

In the early growth of the law in this State and in its origins in the English common law, a parent was not liable for the torts committed by his child. This doctrine of non-liability was first stated here in 1806 by Chief Justice Kirkpatrick[1] ("One person can never be made liable for the trespass of another."). In 1903 our Legislature enacted a substantial revision of that portion of our statutes dealing with education and, among other things, restated the policy of this State prohibiting the administration of corporal punishment by teachers.[2] In that same revision an interesting but little used statute[3] was enacted as follows:

> "Any pupil who shall, cut, deface, or otherwise injure any schoolhouse, furniture, fences, outbuildings, or other property of the school district shall be liable to suspension and punishment, and his parents or guardian shall be liable for damages to the amount of the injury to be collected by the board of education in any court having jurisdiction, together with the costs of the action."

So far as this writer is aware, the statute went unused until 1957 when one Daryl Lee Hansen burned down the high school in Palmyra, New Jersey, with resultant damage of $344,000. The school board sued the parents.[4] The opinion of Judge McGann in that case suggests the wider use of the statute as follows:

> "It is also argued that the statute is unconstitutional, because it is unfair in imposing such an extreme liability on the parents who are free of fault.
>
> "This reasoning touches on equity and moral philosophy. I think it can best be answered by raising this question: Would it be fair to impose the loss on all the other parents of students attending the same school, or upon local taxpayers? Suppose, for example, the defendant pupil were to have gone into the school and carved the name 'David' on the teacher's desk, and subsequently it cost $50 to repair the damage, and there are 499 other students in the school. Would it be morally just to assess the parents of each ten cents rather than to assess the full amount against the parents of the culprit? If it would be unfair to assess the parents of the wrongdoer, how could it be fair to assess the parents of the other 499 innocent students? And yet, if we were to follow the reasoning of defense counsel, this in substance is what would happen. The parents of the other 499 students (and taxpayers) would each be assessed indirectly for the damages of the tortfeasor. How can it be logically said that it is fair to assess damages against parents of innocent students and taxpayers,

The Parents?

unless it be reasoned that in the sharing of the loss by the many there will be less individual hardship and financial distress. This would exemplify charity but not justice."

Is this statute being widely enough employed?

Should the provisions of this statute be expanded so as to create liability in the parents for personal injuries suffered by student or teacher at the hand of the child?

Statutes aside, it has always been the common law of this State that while a parent is not liable for the torts of the child, the parent is liable for his own negligence which contributes to the act of the child. This concept has been resorted to with more frequency, but usually only where there are extreme circumstances. Thus in 1960 our Supreme Court, in dealing with a suit[5] brought against the parents of a fifteen-year-old girl who had shot the plaintiff, said:

". . . there was sufficient evidence for the jury to say whether the adult defendants were negligent in their supervision of Sandra, and in permitting the gun to be kept in an unlocked desk in her bedroom, and whether Sandra's conduct was what a prudent person would reasonably expect that a girl of her age might do as a result of such negligence."

and

"There was also the danger that the accessibility of the gun would render highly dangerous a rash, emotionally immature act on Sandra's part."

but

"We need not consider what duty of care to protect others is imposed on parents by the availability to children in the household of instrumentalities of potential harm, such as poisons, knives, and the like.",

and what about the parents' liability where a child carries a dangerous instrumentality into the schoolroom?

In the area of criminal liability, we have a parallel situation in which available remedies are usually not utilized except where the situation is so patently shocking as to require action.

In this State there is a statute[6] a portion of which states that:

"Any parent, guardian or person having the care, custody or control of any child, who shall abuse, abandon, be cruel to or *neglectful* of such child, or any person who shall abuse, be cruel to or neglectful of any child shall be deemed to be guilty of a misdemeanor and, upon conviction thereof, shall be fined not exceeding five hundred dollars ($500.00) or by imprisonment with or without hard labor, as the court may direct, for a term not exceeding three years, or both. If a fine be imposed, the court may direct the same to be paid in whole or in part to the wife, or to the guardian, custodian or trustee of such minor child or children; . . ."

We have emphasized the word neglectful, which has been defined by statute as including a "failure to do or permit to be done any act necessary for the child's physical or moral well-being."[7] In the usual situation there is no resort to this statute unless the parent is allowing the child to starve, is subjecting the child to physical abuse, has encouraged the child to commit a heinous crime, or is maintaining the child in a home of more or less ill repute. Why not apply this statute in less drastic circumstances? Where the child is a disruptive influence in the schoolroom; is totally uncooperative, and the parent is equally uncooperative in taking affirmative steps to curb the child, is the parent "neglectful" in terms of the statute? Is it necessary that the child actually physically attack someone or actually commit *major* property damage before action is taken against the parent? If the school authorities are satisfied that every approach to reason has failed, should they throw up their hands in frustration or should the parent be penalized? Accompanying the "neglect" statute is another section which prescribes the procedure for filing a complaint. A lengthy list of authorized agencies is recited, but significantly the first agency named is "any board of education."[8]

Our Legislature provided these tools, but in our zeal to display our enlightenment, resort to these statutes is too often taken as a mark of failure.

In an unpublished report made by Dr. Charles T. O'Reilly of the Loyola School of Social Work[9], it is revealed that nine out of every ten parents interviewed said that they agreed that parents should be held responsible to some degree for the delinquency or crimes of their children, but elsewhere a different conclusion has been reached.[10]

The range of individual problems is infinite and the imposition of penalties on the parent cannot be expected to be any more of a magic solution than are the methods already in use. It could, however, be a significant aid. If a board of education were to establish a policy of dunning individual parents for even relatively minor damage to school premises; if occasionally an uncooperative or recalcitrant parent were to be criminally charged with neglect; if parents were exposed to civil suit for the personal injuries inflicted on

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size is the lowest in the city, and in junior high schools in this category the teacher's pupil-load has been markedly decreased.

It should be added that all these efforts are still inadequate to cope with all the problems of indigent children. Leaders of some metropolitan school systems are now planning "saturation programs" which will further augment the personnel and services given to hard-core schools.

In most urban centers, and also in some of the suburbs, administrators have acquired strong convictions on two other major topics that affect teachers directly or indirectly: 1) The professional staff should have a voice in matters pertaining to their salaries and working conditions; 2) All other things being equal, children of different races profit more from an integrated school than from a segregated one.

New York City is the prime example of the growing concern for teachers' rights. Three years ago the staff elected the United Federation of Teachers as their bargaining agent. This unprecedented event was clouded by two one-day strikes, in 1960 and 1962, and has culminated in what Superintendent Calvin Gross calls "a new era of cooperation." Recent agreements between the teachers and the Board of Education have effected such benefits as duty-free lunch periods, free periods for elementary school teachers, and a carefully structured set of grievance procedures. Prodded by the UFT, the Board of Education has instituted a new salary schedule that gives a beginning teacher with an M.A. degree $6,175. This figure will be increased to $6,425 on January 1, 1965, and teachers on maximum will be paid as high as $11,025.

But the presence of a bargaining agent causes new problems for the urban teacher. He must decide whether to cross a picket line or join it. Enrollment in the union or in some other organization is often a difficult decision. Questions of professionalism and the use of labor tactics are debated frequently in teachers' rooms. It all adds up to satisfying stimulation or unpleasant recrimination, depending on the individual teacher's point of view.

The above observation applies also to the integration issue. Again the teacher must decide, during a school boycott, whether his professional duty transcends his respect for a picket line and his desire to maintain rapport with the community. Also, it is reasonable to assume that demonstrations for and against integration measures cause children to become confused and upset, thus making the teacher's job more arduous. Most important, under such programs as Open Enrollment or the Princeton Plan, teachers must make adjustments in their thinking and their activities. To some, this process is painful; to others, it is exhilarating. Once more, it depends on the individual and his background.

The implications of the whole question of integration were cogently stated in an address given last year by Father Robert F. Drinan, S.J., Dean of the Boston College Law School. "All of us," said Father Drinan, "are involved in the Negro revolution. But teachers in Northern cities stand at the very center of the storm which during the recent past has become almost a hurricane. It is indeed probably not an exaggeration to predict that the future of the Northern Negro will depend on the attitude of school teachers toward his aggravations and his aspirations."

This article began by facing up to the problems of the middle-class appointee in what Professor Conant forthrightly calls a "slum school." Superficial thinkers picture this situation as the lot of all urban teachers. Nothing could be further from the truth. The fact is that the majority of teachers in most cities handle children comparable to those in the suburbs. Furthermore, grouping of children is easiest to do in the large urban centers. Numerous classes (and even schools) for the bright, the slow, the physically handicapped and the maladjusted, give teachers with special talents and training an opportunity to exercise their skills. At the same time, this siphoning off of the extremes tends to lighten the teacher's burden in the average classroom.

Urban teaching has other benefits that are never trumpeted in the headlines of newspapers on the watch for anything sensational or controversial. Among these assets are the thousands of positions for specialists extending from the corrective reading teacher and the teacher-training consultant to the ETV teachers and the curriculum coordinator. Similarly, the opportunities for advancement are immense. In New York City alone there are about 4,000 supervisory positions of various kinds, all attained through competition with one's peers in examinations.

Many teachers choose to work in the great cities simply because urban and cultural centers are often synonymous terms. The museums, the theatres, the music halls, the literary gathering places and many of the great institutions of learn-

ing tend to cluster in a metropolis.

A large number of teachers prefer the urban environment, because it affords what one of them recently referred to as "anonymity and privacy." She meant, of course, that the city teacher is seldom subjected to telephone calls in the night, impromptu street-corner explanations to the neighborhood butcher just elected to the board of education, forced attendance at dull PTA meetings, and confrontations with these ubiquitous mothers who have read "half the psychology book."

The recruitment brochure of New York City sums it up in another way; it says to prospective teachers: "One can lose himself in the city if he wishes; but more important, he can find himself."

A GLANCE AT DANISH EDUCATION

Continued from Page 8

cation, singing, art, and needlework (for girls) or handicrafts (for boys). A foreign language (usually English) is added in the sixth year among other subjects at this turning point, and for the academically-minded a second foreign language (most often German) comes in the seventh year. On conclusion of the seventh year, when the pupils is normally fourteen years old, further schooling is no longer essential.

Those who have not gone into the vocational branch of the educational system and who have continued through a tenth grade in the primary school, although strictly speaking these last three grades get the name "real" school for ease of reference, will take a very exacting final examination for admittance to the "gymnasium" or secondary school. Here the course is three years in length, thus following the student through to his twentieth year, and is divided into a Languages and Mathematics stream or tendency of emphasis. The Languages tendency prolongs the previous continuous study of English, German, and often French or Russian which were optional from the seventh year, plus social studies and Latin or Greek; the Mathematics tendency concentrates on mathematics and physics, plus social studies or science. It is obvious that social studies, so much stressed in the United States, lag far behind other subjects in Danish schools. No doubt this is due, at least in part, to the fact that the Danes must have a fluent knowledge of foreign languages in order to communicate with the major nations of the world for cultural or commercial reasons. Another difficult final examination comes at the end of the tenth year, and if the student is successful he will be admitted to the university.

In a brief survey of Danish education, many of the little differences which exist between country and city schools or between the bigger and smaller institutions must necessarily be omitted, all to the advantage of seeing more clearly the basic characteristics of that nation's school system. It is at once apparent that very close integration links the various stages of the educational pattern, so that difficulties of transfer which plague American educators, are at a minimum in Denmark. What might seem an early and rigid pupil-capacity classification procedure is offset to some extent by allowing the late-bloomer (providing he is not a century plant) to change his vocational course to the "real" course sometime between the seventh and tenth years if he passed the examination into the new program. Danish pupils actually study more subjects in their career than their American counterparts, but classes meet only two or three times a week per subject. The program is so full of obligatory courses that the Danes have little space for electives and somewhat less spontaneity and self-confidence than American students in the classroom. It is a point worth pondering.

Americans are justly proud of the high percentage of youth whom the educational system reaches. But does this high percentage include all those for whom such an education is beneficial to themselves, to the community, and exclude those who, after a certain point, would be happier and more useful in other walks of life?

It is a point worth pondering!

SHOULD WE PENALIZE THE PARENTS?

Continued from Page 21

student or teacher by their child; and if it were widely known that parents might find themselves in "difficulty" even though their child had been involved in something quite less severe than a shooting or a knifing or arson, then through fear of penalties, if for no better reason, the home might become a more effective adjunct of the school in dealing with the problem of juvenile misbehavior, crime, and delinquency.

1. McCauley v. Wood, 2 N.J. Law 86 (Supreme Ct. 1806)
2. N.J.R.S. 18:19-1 (L. 1903 c. 1, §112, p. 44)
3. N.J.R.S. 18:14-51 (L. 1908 c. 1, §120, p. 46)
4. Board of Ed. of Boro of Palmyra v. Hansen, 56 N.J. Superior Ct. Rep. 567 (1959)
5. Stoelting v. Hauck, 56 N.J. Superior Ct. Rep. 386 (1959)
6. N.J.S.A. 9:6-3
7. N.J.S.A. 9:6-5
8. N.J.S.A. 9:6-1

9. Community Attitudes Towards Juvenile Delinquency, Dr. Charles O'Reilly, Loyola School of Social Work, unpublished, 1957
10. Shall We Punish the Parent? James A. and James V. Kenny, 47 Amer. Bar Assoc. J. 804, Aug. 1961

AN ANALYSIS OF THE READING PROCESS

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But a knowledge of separate words, however thorough, is not all that is needed. The exercises used must be broad enough to furnish the student also with a knowledge of the customs of the language, in terms of which words now take on one meaning, now another. What these customs are is perceived in the course of inquiry and discussion of the changes in meaning which different uses bring about. The reading-exercise, then, must involve such discussion. As a student grows in his knowledge of how language operates to produce meaning and to affect it, he becomes able swiftly to deduce **from the** way **in which it is used,** which of the possible meanings of a given word is called for in a particular sentence.

The one other quality of mind that requires to be developed for the improvement of the recognition stage of meaning, is the student's perception: his ability to bring his general knowledge to bear upon words he does not know, as a means of apprehending what they stand for. Another name for this perception, and a better one, is common sense. Perhaps this cannot be developed by any training procedure. But the practices that hinder its operation can be removed, and the net result would be the same as though the elusive quality had been evolved and developed by education.

Training in reading should be a training of the mind in the sort of reflection that leads to understanding. This reflection can be promoted, as a class exercise, by continued comment upon a passage after its words have been quite fully recognized. The minimum requirement is that a passage should be re-read with some deliberation. After that, whatever comment is added by the teacher and by members of the class will stimulate associations and promote continued thought. Any suggestions for further interpretation, so long as they are supported by linguistic evidence, will be advantageous, because such suggestions serve to hold meaning in the learner's mind and to surround it with impressions, thoughts, feelings, etc., to make of it an impressive experience.

Exercises on this level should require the learner to make and to test general statements intended to be compatible with the sense of the particular passage that has been read. Such exercises in inductive thought actually serve to train the mind in reflection and in the technique of certain knowledge. We become wise as we become able to make general knowledge out of a few experiences in reading, just as we become wise by adding up the experiences of real life to discover principles of conduct.

These are the conclusions that would seem immediately apparent if we are to base training in reading upon what actually takes place in the mind of the reader. A new approach to reading is suggested, with new classroom techniques and exercises. What is no less to be noted is that much of the old technique in teaching reading, unsatisfactory in its results, must remain so insofar as it is based on studies of the external behavior of children and upon what they like, at any given age level, to do.

So long as the vague mumbling in the mind of a reader remains vague to the teacher of reading, we shall continue to have expensive courses in the mere etiquette of reading, in which children are taught not to move their lips, how to move their eyes, and at what speed they ought to cover the ground in order to keep up with the best people. We shall continue to have extended vocabulary lists of rare and unusual words, each with a single fixed meaning assigned to it; and we shall continue to put forward a largely artificial grammar (which they study anew every year and never really learn) that interferes with the operation of their good sense and stands always between them and the message that is being conveyed.

In any realistic view of reading, what is important is what takes place **in the mind.** Our new reading program must be adapted to that view, and all of its practices must be consistent with that view, if the reader's mind is to be improved by it.

THE SCHOOL BUDGET AND YOU

Continued from Page 17

to give this to their local boards and as a re-result have been partially responsible for educational problems.

I also believe that board members are vitally aware of their responsibilities and want to support good schools; they are not sitting on the board to be responsible for failure of their school system.

In nine years as an administrator I have yet

to meet a board member who wasn't working for a better school; this is the rule in our state rather than the exception.

4. **Public support should come with public confidence.**
   Good schools and good teaching bring passed budgets. The teacher doing a good classroom job is helping to pass the budget and secure support for educational improvements. A good year-around public relations program should help to pass the budget in February.
5. **Educators should understand their community and the opposition within it.**
   I do not believe that every member of the so-called "Anti-Education" groups are against the schools. Discounting the hysteria-of-the-moment opposition and the vociferous minorities, I believe public schools have board support and respect among taxpayers, older citizens, parochial school supporters, and others. A school is a valuable asset to the community and all the people in it. In providing the service we do, we should entitle all our people to basic courtesy and respect. However, I would like to remind all pro-budget people that the man who says he supports better education, but consistently works against all budgets, bond issues, and constructive educational proposals is at least a hypocrite if not more. Differences of opinion may arise, but they need not be so bitter that they overwhelm all reason and cause lasting scars in a coommunity.
6. **Top to bottom support is essential.**
   The college bond issues, the regional school budgets, the local school budgets, and all school proposals deserve support. There can be no weak links in the chain.
   By the way, did you vote "Yes" for the last school budget, and what have you done or do you intend to do to make sure your town gives its children the educational opportunities they should have?

ADVISER, LET HIM DO IT HIMSELF!

Continued from Page 13

While this analysis could appear deceptively simple, the phrase, **aided when needed by the adviser**, says all. It is the bank in which any paper worth its lead invests its capital output. It is the Walter Mitty-ish annuity that pays off in both immediate results and in long-term dividends. It is founded upon the premise that learning by doing is indeed both affective and effective, and it takes the popular monster of the paper as a public relations vehicle and dashes its feeble, brainless head upon its groundless base.

The liability clause attendant upon this hands-off method says something about its being time-consuming" and "painful upon occasion." Yes, only stepping in when asked, even attempting to live up to that credo most of the time, surely precludes a situation in which the adviser is willing to give time freely and to cope with many kinds of emotional crises. Such is the price of education when it is approached this way.

But that same price is extremely cheap when, because of that very educative process, individual standards of values, based upon self reliance and concern for others, grow and spread within the students. Soon, their newspaper reflects this growth. There will be articles of social and political concern, satirical commentaries, factual data as close to being correct as both reporter and interviewee can make them. A pride in the paper, hence, the school, hence, the individual, developes.

And what does the adviser reap from all this? Exactly the same thing, but through different channels: pride in his students, who help to comprise the school, and beneath that, pride that he may be succeeding as an educator.

Thus, it is possible that Bierce's smallest current coin, if parlayed well, can be minted into a far more substantial sum, one that enriches the school scene, one that pays large dividends in everyday life.

DISCIPLINE

Continued from Page 5

already lost its "influence" on him and the issue has become his influence on the school.

Retaining an incorrigible offender diverts the faculty from its proper function in favor of mere "baby sitting." It provides for a minority of unstable and marginally behaving pupils both a bad example and destructive leadership. It causes the vast majority of pupils who are good school citizens to lose respect for authority. It gives the school — both pupils and faculty — a bad reputation. In those cases where the offender is not only retained but eventually eased out of school with a diploma (which in all too many instances is indistinguishable from that earned by the valedictorian), it helps to discredit not only the school but the whole system of free public education.

As teachers we have an obligation to do our very best to prevent the individual apple from spoiling; but when it has spoiled, as a few are bound to do in spite of us, we have a far greater obligation to the good apples which are by far the greater part of the barrel.



A bird's eye view of the present campus

THE ALUMNI FORUM

Spring, 1964

Montclair State College

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Editors

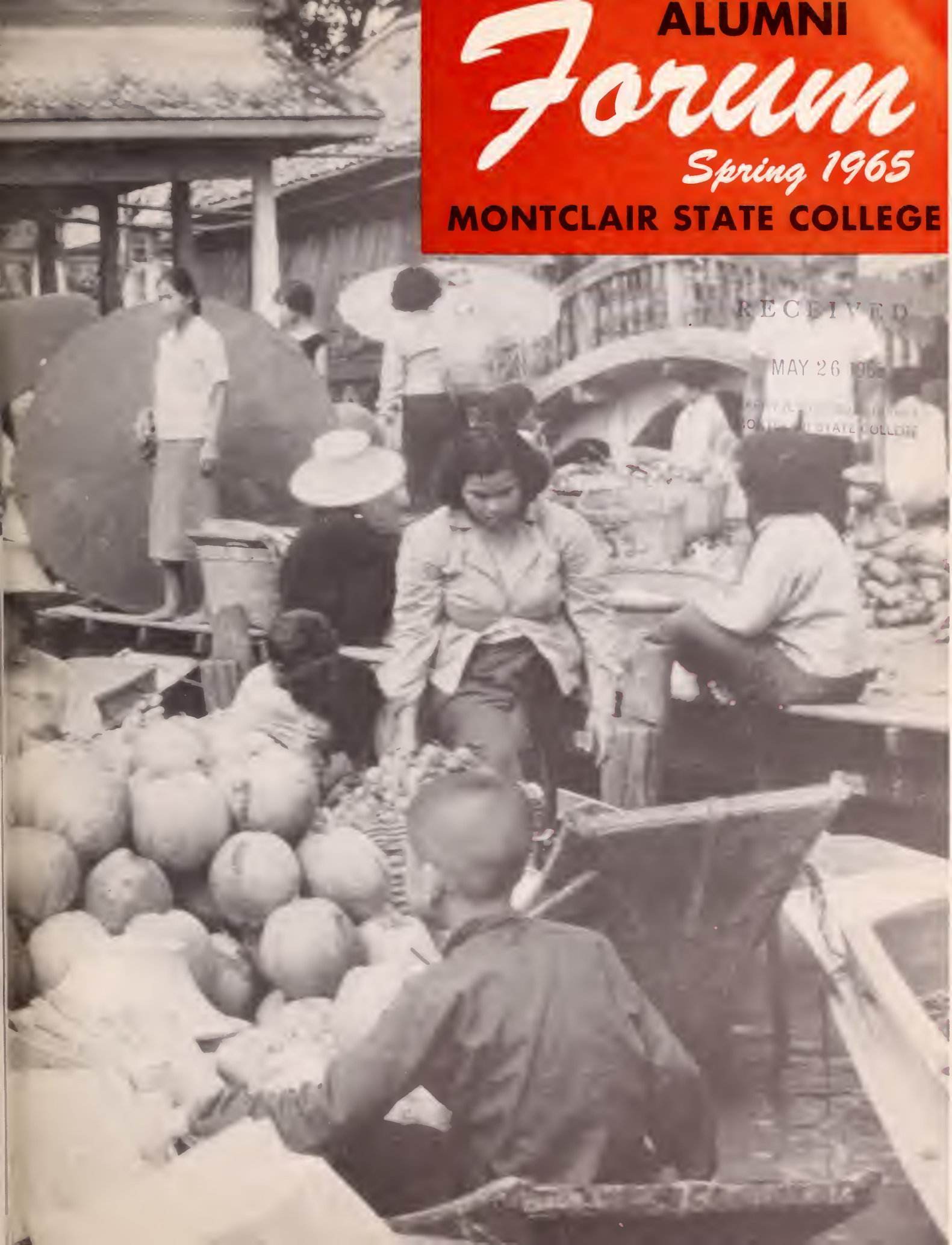
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ALUMNI Forum

Spring 1965

MONTCLAIR STATE COLLEGE



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Issue No. 4 **Alumni Forum** Spring, 1965

MONTCLAIR ALUMNI ASSOCIATION

MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NEW JERSEY

EDITORIAL

The alumni Magazine, *The Forum*, is celebrating its fourth birthday. Young indeed, but certainly this magazine is brave in word. The publication staff has endeavored to improve the appearance and content of each issue.

The Executive Board of the Assoeiation feels that the graduates of Montclair have something relevant and significant to say. For too long, teachers have read scholarly articles in journals that have little relationship to the reality of the classroom. The contributors to this magazine base their comments and observations on practical experience. Their ideas have been tested in actual and real situations.

The editor of this publieation wants its readers to read significant and meaningful articles. *The Forum* welcomes new, stimulating ideas. Controversy is welcomed with enthusiasm. New solutions to old and very new problems are in demand by alert and interested educators.

Forum would like to publish your poetry and your essays. The editor would be proud to launch some vital concepts and ideas. It is the hope of the staff to make this magazine important to you.

MR. MARVIN SHLOFMITZ . . . . . Editor-in-Chief
MRS. HELEN RENDALL . . . . . Associate
MR. MORRIS McGEE . . . . . Associate
MR. LAWRENCE H. CONRAD . . . . . Editorial Consultant

THE COVER OF THIS ISSUE.—This is from a photograph taken by Professor Conrad in the summer of 1963, in Bangkok, Thailand, and is an early-morning scene on the "Floating Market"—the principal canal of that fascinating city. It was thought to fit the international theme of this issue.

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How Do Our Schools Compare?

By THOMAS H. RICHARDSON

I WILL MAKE some comments comparing American schools with those of other countries. During the second World War, I spent a year in Europe and later, in the 1950's my wife and I, as civilians, lived for four uninterrupted years in Europe. While we worked, we visited many European schools and studied at several universities. I give this history as a preface only to qualify myself by experience to make the observations which follow, because I know that my comments may annoy some students of modern history and comparative education.

We Americans went through a period when many of us thought that all things American were first, best, and permanently good. The cleanest, the strongest, the richest, and the most democratic country had been created and our pride was understandably great—even though it sometimes approached conceit. An international stereotype developed which depicted the American as a well-dressed, wealthy fellow who would talk in a friendly (and bragging) way to people of all classes.

War in Korea and the first Sputnik shook the confidence which Americans had in themselves. Concern developed about our posture in the modern world. We found ourselves in a role which made us insecure and unhappy. People in many parts of the world showed that they did not admire or even like us, although we felt we had done so much to warrant their admiration and friendship. Our institutions came under attack from critics at home and abroad and our status as leader in science, technology, democracy, and human rights was challenged.

Citizens recoiled in anger at having their image of America tarnished and they looked around for the source of the blame. Public education became the main whipping boy for America's international problems. Specifically, it was claimed that we were not teaching science and mathematics in the quantity and quality necessary to successfully compete in the space race. A broader charge soon developed, however, and the schools were accused of wasting the talented among American youth—we were not educating the gifted. This deficiency in American schools was cited by some as the explanation as to why Europeans and particularly Russians were shooting ahead of us in their rate of increase of national production. Many changes in American education were advocated and some were accomplished;



DR. THOMAS H. RICHARDSON
Acting President of the College

but I would like to comment on those changes which were justified on the basis of a comparison of European and American schools.

First, I think that it must be admitted that Europe has been very successful at developing a high degree of academic competence in its high school level students. It is also true that this success is accomplished by grouping the academically successful youngsters into progressively more and more homogeneous schools as they advance in age. When the European high school student gets into his Gymnasium, Liceo, Grammar School, or Lycee he arrives there after extensive "weeding out" and he represents only a small percentage of his age group (from 10% to 30% depending upon the country. These European high school students are more advanced than our own high school youngsters. Of course, this select group of students should not be compared with the average of the American students (they should be compared with the top 10% to 30% of our students) but that is the way it is usually done and that is a problem of comparative education which I can not explore now. At this time, I would like to

comment on the principle of selecting and grouping which has been characteristic of European schools because it is that principle that some people would have us adopt.

To me, the most unacceptable thing about European schools is their emphasis on the inequality among children. "The separation of the sheep from the goats" was an expression which was frequently used by European educators when discussing this process. Children at an early age are made to feel that they have a certain place in the world which is determined and fixed by their inherent ability to do academic work. The final proof of this inequality is provided to the student in the form of qualifying examinations which determine the next educational step or institution to which he may advance.

In my opinion, one of the merits of American education has been its almost naive assumption of equality among children. Perhaps this equalitarianism can be traced to our frontier era or Jacksonian democracy. Regardless of its origin—its big eductional value is psychological. I think that it is desirable for children to live in such a way that they feel that one is as good as another—that anyone can be president or a millionaire. This exaggerated belief in equality causes children to act as if they were equal and in the process they become more nearly equal. Individual differences may exist inherently, but as soon as the differences are treated educationally they become magnified. This magnification may be more a product of the attention which is given to the inherent differences than it is a result of the differences themselves. But the only point I wish to make here is that American schools have historically tended to stress the equality of children, while European schools have emphasized the differences among children.

As a result of the pressures of the modern competitive world American education is changing and it is becoming more European. It has put a new stress on individual differences in children. We are in a phase of honor classes, special classes, programs for the gifted, and other attempts to solve what has allegedly been our educational problem.

Many schools are taking pride in the number and variety of devices which they have developed to separate students. Some educators joke about the old goal of education for adjustment or cooperation. The idea of having schools develop qualities of citizenship in students so that they can successfully live in a democracy is sometimes ridiculed.

It is interesting to note that while American educators are trying to copy the idea of European schools for the elite—many Europeans are trying to emulate our comprehensive high school. In England, for example, some people view the comprehensive high school as a great tool for developing democracy. These Europeans are sensitive to the dangers of aristocracy—even if that aristocracy is educationally determined.

Of course, comparing school systems of different countries is an almost impossible task and things are really not as black and white as I have painted them. My point in this article is to focus attention on a development in American education which is often justified by comparing educational systems. I am fully conscious of the criticism that American schools educate for mediocracy and that they educate *down* to the average. Some emphasis on individual difference is certainly desirable. Montclair will continue to work for excellence while preparing well-rounded teachers. In my opinion, however, we will want to very carefully watch the tendency to separate children into homogeneous groups on the basis of rather narrow academic qualities. Equalitarianism which has been a basic ideal in American culture should not be unconsciously sacrificed in an attempt to compete in the modern world.

The Toes Remember Yet

The toes remember yet
Two rollicking boys in the Regis quad
Scuffing an empty ashcan
Soon after three
And making it twist and shake like a dancer - -
Burr-oom, burr-oom, burr-oom - -
Hollow between the walls;
And the stern prefect answering the call.
He did not raise his voice or even scowl;
With watch in hand, he said: "I'm leaving now.
You will kick this obscene vessel until five.
God is your timekeeper."
They watched him glide away
Like a dark ghost,
And they kicked and kicked with sober feet
Till the Lord rang out His chimes.
. . . And the toes remember yet.

Eugene T. Maleska, '37

The Newark Neighborhood Youth Corps

By J. THOMAS FLAGG



DR. J. THOMAS FLAGG, '40
Director of the Neighborhood Youth
Newark, N. J. Corps

THE CITY OF NEWARK, NEW JERSEY, like other urban centers across our great nation, faces a multiplicity of problems which have deep social, cultural and economic roots. The problems which Newark is working to overcome have been further aggravated by changing population patterns including a substantial in-migration of people from rural areas and from our island possessions.

The combined effect of these forces on our school system has been a profound one. Our building program has been slowed by the need to pinpoint future urban renewal programs. Some schools are over crowded and our curricular offerings often cannot adequately meet the special needs of a large segment of our population.

Many of the people coming to our cities have serious educational disabilities which have a direct bearing on their economic status. There is considerable evidence that children who come from low income families tend to perform in school at a lower level than their peers from higher income families. The indication is that the generally lower level of achievement comes as a result of inadequate motivation, inadequate facilities and of dysfunctional previous experiences. These children enter school with certain assets and liabilities. Some of the assets are:

1. They understand and use with facility the language of their culture.
2. They have their own set of values and system of rewards.
3. They are capable of solving problems unique to their environment.

Some of the liabilities which handicap these children are:

1. They feel inferior and insecure, especially in the school situation.
2. They do not understand and are not able to use the language of the school.
3. Their skills in visual and auditory discrimination are not highly developed.
4. They lack what we consider to be a desirable level of motivation and aspiration.

These liabilities cause the child to become baffled and add to his utter confusion. The child begins to exhibit behavior which is frequently construed to be an indication of the child's lack of intelligence. The



stereotype of the middle-class family with which the child is presented, results in his feeling that families living differently, including his own, are not quite respectable. Thus, the sting of frustration and failure are often experienced by the child from the very inception of his formal school career.

The cumulative effect of such conditions is often manifested in several ways. The dropout problem is a typical example. The Midcentury White House Conference on Children and Youth summarized the plight of the dropout (many of whom come from the ranks of the disadvantaged youth) whom I have just finished describing:

> A large percentage come from backgrounds which leave them without the experience in abstract thought required for a good showing on intelligence tests, they are not academically minded; their speech, clothing, and habits deviate from those accepted as standard by the school. *Early* in their school careers they are segregated into opportunity groups, they fail, they don't fit, and they feel it.

What can be done and what is being done for these young people, especially along the lines of human renewal? What is being done to create or to restore human dignity and the self respect of these young people? What is being done to remove some of the frustrations which obviously face them?

With the assistance of federal funds, provided under Title 1B of the Economic Opportunity Act of 1964, Newark has undertaken a Neighborhood Youth Corps. This program is designed to benefit out-of-school, unemployed young people between the ages of 16 and 22. The program provides full-time work experience and the opportunity to return to evening school. The City of Newark adheres strongly to the thesis that unskilled and semi-skilled work experience must be provided for young people from economically and culturally deprived environments. Hopefully, this will alleviate the school dropout rate which we feel is one of the major causative factors in the poverty which plagues our society.

Mayor Addonizio was in Mr. Shriver's office the day the Economic Opportunity Act was signed into law, so that Newark is the first City in the nation to get this kind of program underway.

1. Helen Witmer and Ruth Kotinsky, *Personality in the Making*, The Fact-Finding Report of the Midcentury White House Conference on Children and Youth. New York: Harper and Brothers, 1952.

Specifically, the Newark Program provides opportunities for useful work experiences for young men and women who have dropped out of school and who are currently unemployed. Placement of these young people in municipal agencies permits these agencies to carry out programs and provide services which would not otherwise be available. The City will be able to carry out a program of conservation and development of local public resources and facilities which could not be provided for in the current budget.

We feel that Newark is uniquely qualified to afford these young people a wide variety of job experiences in over one hundred separate service areas. The City currently employs over seven thousand (7,000) individuals and hires and processes approximately one thousand (1,000) new employees each

year. In order to provide services for a night-time population of over four hundred thousand, (400,-000) and a daytime population of approximately one million, (1,000,000) persons, Newark must provide a budget in excess of one hundred twenty million dollars. ($120,000,000).

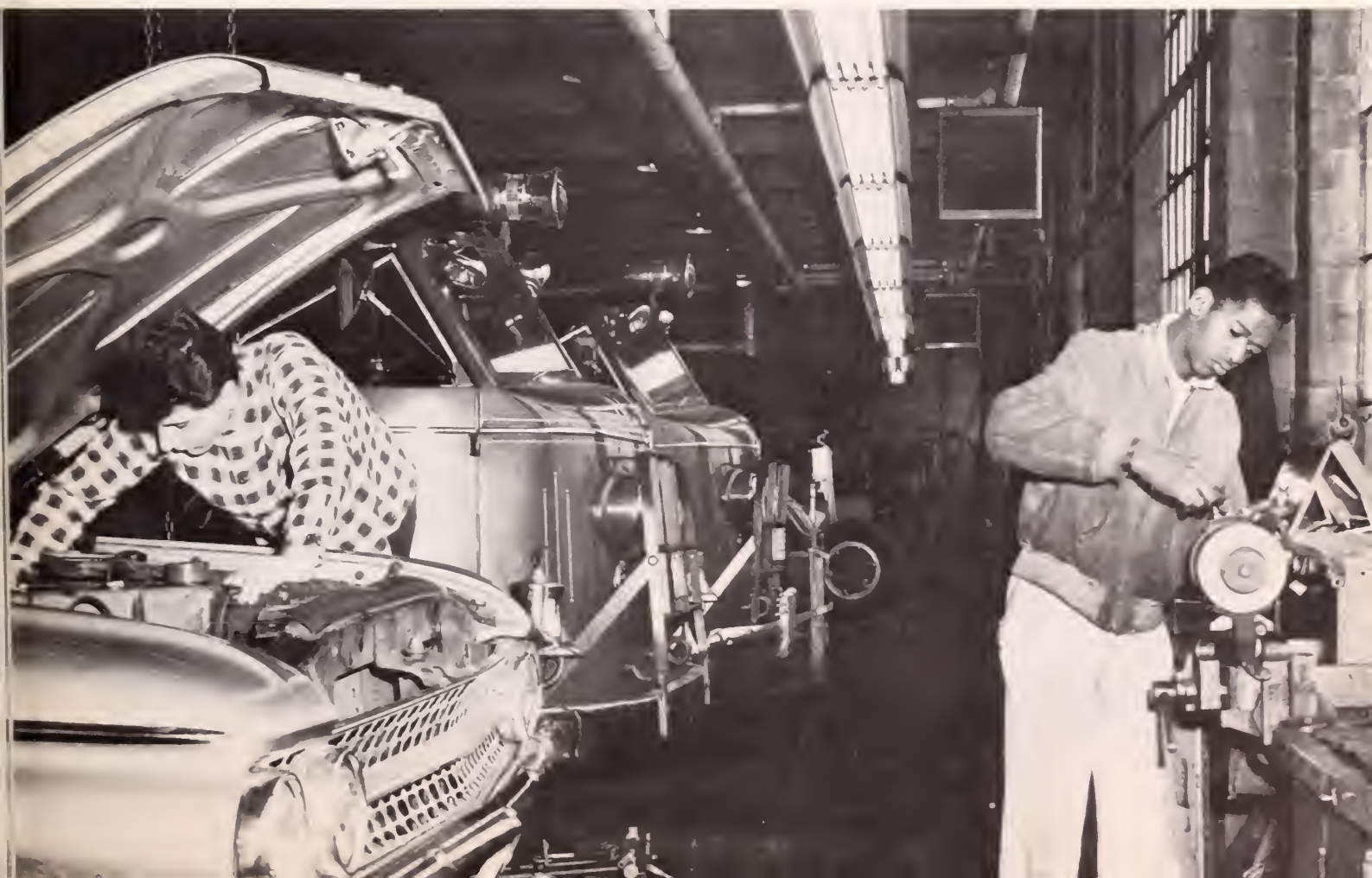
The City of Newark, in the Neighborhood Youth Corps program, cooperates with the New Jersey State Employment Service and other community agencies. There is a complete coordination with the activities of the city's community action organization, "The United Community Corporation", a private, non-profit corporation formally constituted to undertake a multi-pronged, broad based attack against poverty in Newark.

There are approximately twelve thousand five hundred (12,500) eligible youths registered at the Youth Career Development Center of the New Jersey State Employment Service. These eligible youth constitute a large portion of Newark's unemployed. Relevant employment and economic statistics can be obtained from Newark's "Over-all Economic Development Program", previously submitted to the Area Redevelopment Committee and the Neighborhood Youth Corps Offices of the United States Department of Labor. This document contains the data which resulted in Newark's being designated as one of the six "economically depressed" cities in the nation.

Some of the steps and criteria involved in the selection of enrollees for Newark's Neighborhood Youth Corps are:

1. An enrollee must be a resident of Newark, unemployed, and a school dropout. The date on which the prospective enrollee dropped out of school is a determining factor in the selection process. We do not accept any person who has dropped out of school for the sole purpose of enrolling in our program or any other program.

2. An enrollee must have attained the age of 16 but must have not attained the age of 22.
3. All enrollees are counseled and tested at the Youth Career Development Center of the New Jersey State Employment Service. This is one of the two public agencies in the nation specifically established to handle the employment problems of young people.
4. Enrollees are referred to the office of the City's Neighborhood Youth Corps Director by the Youth Career Development Center. They are interviewed, counseled, and placed in work situations which best fit their individual educational levels, interests, aptitudes and experiences. During the interview, each enrollee is informed of proper dress, good work habits,





and strong emphasis is given to the necessity for completion of the high school education.

5. Placement is contingent upon a background check, a physical examination, and the procurement of working papers if the individual has not attained age 18.

Seventy-five permanent supervisory personnel employed in the various city agencies, provide on-the-job supervision and counseling, and are responsible for the normal work activities of the enrollees. Seven work supervisors from the Neighborhood Youth Corps office provide additional supervision and counseling. The latter meet with the enrollees periodically and attempt to resolve any problems which might arise on the job situation. Each work supervisor is responsible for fifty enrollees and is required to report individual progress on a weekly basis.

Enrollees are encouraged to learn as many skills and to undertake as many job assignments as the situation and the individual's ability permits. The positions which the young people occupy, have been specially created and thereby fall outside of normal Civil Service job titles. This obviates any possibility of any regular Civil Service employee being replaced by an enrollee. No fringe benefits, such as paid holidays and sick time are available to the enrollees. Emphasis is given to the importance of establishing good work habits. All enrollees are accorded sympathetic but firm discipline. Enrollees who habitually violate established regulations are dismissed from the program.

Enrollees are paid at the rate of $1.25 per hour for a maximum of 30 hours per week. There is no overtime. With few exceptions, the work day begins at 9 A.M. and ends at 4 P.M. Monday thru Friday.

Our current contract, which expires June 30, 1965, but which we hope will be extended, calls for a maximum of 350 enrollees. We have tentative approval to place an additional fifty young people. The additional enrollees will be placed in the Police Cadet Corps program. Here they will be given training in all phases of police work. An enrollee reaching the age of 21 would become eligible to take the regular examination for placement on the police force. Should an enrollee in this Police Cadet Corps program fail to qualify for the regular police force, he would probably be able to secure employment as a special policeman or as a security policeman.

A clearer picture of the duties performed by the enrollees might be presented if we list a few job descriptions.

Draftsman Trainee—Assists in drafting assessment maps and charts for the Department of Assessments.

Junior Conservation and Rehabilitation Specialist—Assists in distribution of conservation and rehabilitation literature; makes field surveys reporting blight in neighborhoods.

Traffic & Signals, Labor & Repair Helper—Assists in maintaining the city's traffic and signal network.

Laboratory Trainee—Assists professional laboratory staff at City Hospital; handles animals and specimens; performs janitorial services and progressively assumes the basic functions of a research person.

Several of our enrollees have exhibited such progress and aptitude that they have been phased out of our program and placed as temporary employees in civil service positions. In each instance, the

(Continued on page 16)



In Search of Music

By GEORGE ROCHBERG

A STRANGE THING has happened to music—so strange, in fact, that I hardly know how to describe it. Up until the time of the Second World War, composers wrote music out of the conviction that somehow, in some mysterious fashion, music could and did express profound human states and emotions. Music was a record in sound of the most intense kinds of human experience; and in those early decades of this century the best music was what I like to call "depth music", an intensely moving counterpart to the psychological and literary introspection of those years, perhaps even a documentation in a profoundly creative sense of the dark and ominous shadows of human existence which characterized the mood of the early 20th century. Whatever the changes in external style and technique, there was about the depth music of this period—the music of Schönberg, Stravinsky, Bartok, Ives, Webern, Berg—the sense of a supremely conscious effort to link up with the great traditions established by the masters by the 18th and 19th centuries. It seems perfectly clear now, though it was much less clear 50 years ago, that these composers were not radicals and revolutionaries but rather great conservatives, each with his own vision and voice, each stamping his music with the signature of his creative personality, each expanding the possibilities and dimensions of musical expression out of personal necessity rather than wilful, arbitrary motivation. We value their discoveries today, because they speak to us in expressive terms; and it is the record of human experience which they have captured in these terms which validates their technical discoveries and innovations, not the other way around. But in the 20 years since the end of the Second World War, it seems that the growing impact of science and technology on all our modes of thought and existence has finally reached the art of music. And this is the strange thing that has happened: by applying the scientific attitude and ideology, the composer has transformed music into a unique form of applied science.

And this is perhaps the strangest of all: that composers should have succumbed at all to the enchantments of science or what they understand as science. In this case it really does not matter whether their ideas about science or those drawn from science are correct or not according to the view of science itself. What matters, what is of absolutely prime importance, is that they have adopted and adapted to the



DR. GEORGE ROCHBERG, '39
Chairman, Department of Music
University of Pennsylvania

purposes of musical composition their understanding of concepts, methods and procedures which stem from the theory and practice of contemporary science. The end result of this application to musical composition of a predominately scientific orientation and ease of mind has been the *externalization* of music. By that I mean that the basic elements of music have become completely objectified and materialized into sound phenomena and temporal phenomena. The properties of sound and the characteristics of duration, having been externalized as self-sufficient physical phenomena have in turn been subjected to every conceivable kind of controlled analysis and experimentation in order to discover not only what they are made of, so to speak, but also how they function in and of themselves under varying conditions—quite apart from the subjective feelings of the composer.

The parallel with science is striking indeed. The scientist deals largely with the world of external phenomena. His primary task is to understand these phenomena and to learn to control them by discovering the laws through which they function. All of nature is the scientist's laboratory. It is a

truism that science proceeds by means of the experimental method and necessarily under controlled conditions and with the aid of increasingly sophisticated techniques and instrumentation. In falling under the magic spell of science, the composer has necessarily had to emulate the scientist by adopting his essentially objective ideology and attitude. More important, however, the composer has had to provide himself with a world of external phenomena, and so has turned music into such a world, one upon which he can perform operations of an analytic and experimental nature. Some composers today believe firmly that musical composition is a form of research into the properties of sound and time and their possible combinations. Like science then, music has become essentially experimental in nature. In this sense it is said that a composition may be based on a theory or hypothesis of which the composition itself becomes a form of proof subject to validation by aural perception. This is indeed a new idea in music, at least in theory; and contradicts outright the traditional view that a musical work is the creation of an artistic statement which proves nothing but simply *is*. On the other hand other composers of experimental music are not at all concerned with music as forms of proof but simply as efforts to see what happens, what comes out, given certain situations—good, bad or indifferent as the case may be. At the root of these notions of music as experimental is the depersonalization of the act of composition itself, the withdrawal of the subjective self of the the composer—the inevitable concomitant of externalizing music. The idea of composing music as a creative act is necessarily antithetic to these composers because the creative act implies the overriding presence of the personality of the composer in the making of his statement and primarily the exercise of his faculties of intuition and imagination, in themselves mysterious things which obey their own laws. The irony in all this is that today many scientists are behaving like artists while too many composers are trying to behave like their poorly conceived image of the scientist. There is striking evidence that the best scientists of our time prize very highly, indeed, their faculties of intuition and imagination. They are not averse to "inspiration". This odd reversal in the roles of scientist and composer suggests that the composer's appreciation of the scientist's motivations and the way he works is superficial in the extreme and for this reason seriously endangers the composer's relation to his own field of endeavor.

Composers have drawn on many of the fundamental concepts or principles which have animated 20th century science; but they have failed to appreciate the difference between hypothesizing in verbal or mathematical terms or symbols an already existing state in nature—the movement of atomic particles, for example—and applying such an hypothesis to a musical situation which has no prior external existence but must be arbitrarily manufactured or fabricated. Among the scientific concepts and principles which seem to have fascinated composers the most are 1) the principle of indeterminancy which applies to the micro-world of the atom and seems to contradict the straight-line cause and effect which operates on the level of the macro-world; 2) the concept of aleatory (or chance) which appears to contradict the logic of a purposeful direction, end or goal; and 3) the concept of discontinuity which contends with the idea of a continuously moving line of evolution and development. In addition to these, composers are also fascinated by 1) problems of aural perception which are the province of the science of psycho-acoustics and border on psychology; 2) problems of random and non-random groupings which are the province of statistics and statistical analysis; and 3) problems of information theory which is basic to computer technology which in itself ultimately leads to the science of neurology, the workings of the human central nervous system as Von Neumann has demonstrated so convincingly. It is obvious enough, simply by enumerating these areas of basic interest, that composers are too busy with the outside of music and the handling of time and sound as external phenomena to be much concerned, if at all, with the expressive aspects of music which are necessarily internal and subjective.

The truth is that the dominant temper of our times *is* scientific, and there is no use being an ostrich about it and burying one's head in the sand. For better or worse, we live in a scientific age. Therefore we must be alive to whatever values science can lend to the conditions of human existence and the pursuit of human ends. To this extent, I am firmly convinced that every serious-minded composer who goes in search of music today must know his time and be sensitive and responsive to its best ideas, warm himself with the vital energies that animate his world. The artist's task is to make everything that feeds into him from the world around him into art and if he finds the concepts of science grist for his mill, why should he not use them? But the composer must understand the difference between himself and the scientist, that the two are engaged with the world in entirely different ways: the composer as artist tries to create a new immaterial world through the medium of his materials while the

scientist is trying to understand an already created world and does not possess the means to create a new physical world.

The composer who goes in search of music as an act of creation not only discovers himself in the process, but also man. For what warms and energizes music, what makes it vital and passionate is not the movement of time by itself or sound in itself, but the man through whom movement and sound must pass before they can emerge as music. When he goes in search of music, the composer must inevitably confront himself; and when he does, he discovers the world to which he belongs, the world in which man is the self-aware, self-conscious, active, creative element in the hierarchy of biological strata. The composer who goes in search of music discovers that everything in nature, himself included, moves, that movement and rhythm are built into nature. But only man is fully aware of movement and its forms and possibilities; and in the composer, this awareness is transformed into the shape of his musical gestures. The composer who goes in search of music discovers that everything in nature, himself included, sounds, everything has its sonic indentity. But only man is fully aware of the possibilities of sound and its combinations; and in the composer, this awareness is transformed into the sounding substance he shapes into musical gestures. There is that point at the far perimeter of experimental music where the composer must inevitably meet himself again as a man; and it is this ultimate meeting with his essential humanity which I believe will bring about the return to primary, root things where it is man who counts far more than sound by itself or movement by itself and where it is the experience of the composer as a man which makes the interpenetration of sound and movement into the music he is in search of.

Some Say . . .

(To M. J. P.)

Some say time curves
in upon itself,
until NOW *becomes* THEN
and THEN *becomes* NOW.

* * * *

What of the winter gone;
is it yet to come?

By Robert Prive, '64

Educere

I shall go here
Where I stay
Contemporizing:

Presumptive knowledge (sic)
And wisdom (sic, sic)
(Ultimus, a,um)
Viz-viz.: presented in:
Inventive gnarl gnarl,
Emetically prescriptive,
And regurgitant,
As Advertised:
Informational Information Informationally
Informationalized.
With footnotes.
Edited by: Tantamount, U.S.
Robert E. Lee Pantspress
And others.
Oh, America! Oh, Tempora! Oh, Mores! Oh, me.

By Arthur Bramhall, '31

Faculty Meeting

Dry grasshoppers are like committees
On the second Wednesday of the month
The grasshoppers of the college speak
Of all the great work of the past four weeks
That no one did without the great cooperation
Of all the other grasshoppers.
The President, like a bishop,
Blesses with a thank-you shower.
The faculty, a grassy slope from A to Z
Sleeps on and on, occasionally shivers at the
drops of rain
And goes to sleep again.

By Herman M. Ward

A Poem for Everyone

By LAWRENCE H. CONRAD



LAWRENCE H. CONRAD
Professor Emeritus of English

IT ISN'T THE POETS who have given poetry a bad odor; it's the teachers. Feeling helpless about what to do with poetry in the classroom, and not wanting to be thought ignorant, the teachers have hung upon its fragile frame a half dozen great and ponderous disciplines that might conceivably have some value in "interpreting" a poem; and they would have you believe that all of these related things must be "learned" before you can "understand" the poem. Then, as each new area is covered (and the students' notebooks grow thicker and thicker), the teacher hurries on to the next one. A student can learn a great deal in such a course. But much of it has little to do with any one poem you might encounter; and the customary practice of the classroom is never to return, anyway, to the little piece of poetry that gave rise to so much intellectual endeavor.

This curricular preoccupation that has all but snuffed poetry out of the schools is made up of good and sound studies—of related subjects. There is the study of prosody, which my dictionary says is made up of "varieties of poetic feet and meters, rhymes and rhyming patterns, types of stanzas and strophes, and fixed forms." But one must also study organic rhythm, figurative language, diction and usage, images and symbols, and a great body of material that comes into play as allusion and reference, employed in a figurative sense—and this latter is sure to open up the great storehouses of antiquity, the classics of literature, and the mythologies of the ancient civilizations, and these taken together encompass pretty much of the knowledge of the world. It is not surprising that most of us, when we were in school, decided not to bother with all that, but to let the pretty little poem go unappreciated. We rightly concluded that so small a game did not warrant burning such a vast conflagration of candles. The conclusion is sound, because these difficult studies are really diversions: they hold the attention away from poetry; and they do poetry the disservice of developing the intellectual muscles, so to speak, out of all proportion to the rest of the human organism.

"After you learn this," the teacher says, "you'll come back to poetry *ever so well equipped to carry on with it.*" To which I must add, Alas! Most of us never did come back. Most of us, indeed, never got in touch with poetry in the first place, so as to have something to "come back" to! Any poem we could think of, would be an anti-climax to such a prolonged preparation. So we quit, right then and there. And hundreds of thousands more are quitting every year—here and now—in classrooms all over the country.

The teachers have been chasing butterflies with sledgehammers in their hands. In doing their work this way, they have given us more than one generation of students who can repeat for you all sorts of brilliant remarks about a given poet or a given poem, without ever once having been touched by poetry—and indeed, without even enjoying the stuff. Moreover, the brilliant quips and sallies are not original with the student, but are straight out of the mouth of the teacher—who read them out of a book. And while all this brilliant talk is being bandied about in the classroom, the innocent poem that is supposed to call it forth, lies inert

"Like a patient etherized upon a table"

ignored by the class and the lecturer, and maybe dead, for all anybody knows or cares.

Proceeding in this fashion—and without meaning any harm—the teachers have succeeded in making out of poetry one of the heaviest intellectual exercises in the curriculum of the schools. It ought to be the lightest. And this has been going on for so long that now they've even got the poets writing the kinds of lines that are only good for dissecting and analysing. A whole vast school of writers has been trained up to go into production and provide clinical material to keep these laboratories going. What is being taught is not the *physiology of a poem*, but the *anatomy of poetry*. The post-mortem commences with a dead body toward which nobody in the room has any personal or animate feeling. As one who knows how to do this kind of analysing, I submit that it cannot be done well by a person who really likes poetry; and on the other hand, successful training in this grisly technique makes it extremely hard ever to like poetry again.

What the teachers have been doing, in short, is making poetry difficult, and limiting the area of its appeal to a select few who are able to cultivate a hard and brittle intellect for its apprehension. But the great poets wrote their poems for people to hear and to read. The teacher has become a middleman who has injected himself between the poet and the reader—with an almost disastrous effect upon each one. What I propose to offer is a series of suggestions for moving *the poem* into the center of the stage, where our spotlight has previously been focused upon *the technicalities of poetry*.

II.

First of all, the teacher should stand to one side while promoting the encounter between poetry and the student. From a neutral ground, he should urge them into closer and closer proximity to each other. He can place them close together at the outset, by putting good poems within easy reach. He can tease up a little curiosity by making brief remarks about these poems or other poems. But he should not hang over the student on the one hand, or the poem on the other, as though jealous to have his own quality of feeling—and no other—spring up out of the encounter. It is something like promoting a friendship between two people whom you like. You can bring them together, and then you can hover around just to see that they don't drift apart before a friendship has had a chance to form. But really you can do nothing further. If they are going to like each other, some glow of feeling will develop on its own account. And poetry is like friendship. Poetry is a warm puppy. You only know it is warm by taking it into your own arms.

If the teacher is to remain physically apart from the encounter, he should also refrain from coaching. He ought not to show a class things in the poem that they would not have been able to find without his help. If they are searching for something, he might help them to look; but the wise teacher always happens not to be the one who finds what the class was seeking. Someone in the class should find it and show it to his peers. If there is something else, even more important than what they have found, let the teacher bite his lip and keep silent. They will find what they are capable of finding. Their find will be their own. The teacher may have had years of experience with the poem, which today's class is seeing for the first time. No one should hustle them. No one should assume that they ought to come up, in ten minutes, with findings that have evolved for the teacher over a period of years. Let them come up with what they come up with.

The best way to teach a game to children is to get down on your knees among them, so that all will see the game from the same eye-level. The teacher ought not to bear down upon the group either with a lecture or with any learned pronouncements. He should be on hand primarily to keep the spirit of play and of discovery alive. He should answer questions, if any questions are asked. He should not suggest questions, in order to have an excuse to answer them. An illustration is the problem of introducing factual matter about the poet, as a means of advancing the game. If the poem arouses any curiosity about the poet—(What manner of man would write such a thing?)—someone will ask a question on that point. The teacher should answer that question, and then leave off. If the poem arouses no curiosity about the poet, then the class does not need to know anything about him; they should not be encumbered with biographical data that they do not need. There is always a danger that a teacher of literature will get off into the teaching of lives of the poets, rather than the teaching of poetry. All information about authors—in an elementary or secondary school classroom—should be given in response to curiosity which the literature itself arouses.

If you are going to teach children about people's lives, don't choose poets. Choose a category with a high percentage of exemplary traits, of strong virtues, and of deeds of valor. The poet, for his part, should be called in only when his work is being discussed and someone wants to know how to take it.

The whole class never needs to like a particular

poem, and no teaching effort should be expended to produce this result. There is no one poem, and no one body of poetry, that is indispensable to culture and education. Somewhere in the world, there are surely millions of poems. No one will ever read them all. Therefore they should be scattered with a lavish hand before students, and there should be a great deal of free choosing, with everyone urged to find something that is to his own liking. The student who finds a poem he likes, has made a start at poetic taste and discrimination. But the student who finds a poem he definitely does not like, has also started on the road to poetic discrimination. He has begun to be able to tell one poem from another; perhaps even one *kind* of poem from another. There should be no punishment for that. It is the beginning of wisdom.

Basically, there is surely a poem for everyone; and everyone should now and again be on the lookout for that poem. In all school courses, there should be a variety to choose from. If the set unit of work does not provide that variety, the teacher should provide supplementaries for the students to browse among when they have completed their homework. With these extra poems, from time to time let someone read to the group a poem he has found that he likes. From time to time, read one yourself. Don't ask the student to explain why he likes the poem. This is almost the worst question (although it is probably the commonest) that can be asked in the field of literature. It is enough that he has found a poem. Sing Hallelujah! Finding a good poem should not ever get him into trouble or increase the perplexities with which he is beset. Finding a good poem should make it a great day. It should make him a member of the club. If this is properly handled, he will go on to find more and more good poems, and one of the chief purposes of education will have been fulfilled; for he will have formed a useful habit that will expand throughout his lifetime. The ones he finds later may be better and better ones.

If any student ever wants to know where to find good poems "like the one Carol found," in the name of heaven, let Carol be the one to tell him! Don't rush in, as some teachers do, and encumber him with a whole vast anthology to read. Chances are he didn't want to know *that much*. And the sight of so many poems, printed so close together, could cheapen the whole exercise. You could *never* read that many poems; so might as well give up.

Probably the best single device is one that gets poetry away from books and away from the printed page, and puts it on the air, addressed only to the ear. Many students who dislike poetry, dislike it mainly as reading matter. Many of them are willing to hear it, and they find that their objections do not arise while listening. Hence I offer a classroom device which I have used many times, with generally satisfying results. Very short poems should be used. Each one should be stunningly good—a poem you would be sure to come back to if you came across it. The teacher should have a little store of them, which she knows so well that she never needs to have the book at hand and can offer the poems at any time. It is best if all of these are poems the class has not encountered before, anywhere.

One day when the atmosphere of the room is just right, the teacher should happen to think of one of these small bits. Without setting a stage for it, she should read the piece to the class. The reading should be quiet and slow and all the words distinctly said. When the reading is finished, she should stand and look around at the class, watching for occasional faces to tell her someone liked it. If hands go up, ignore them. Then, to one really interested face, she might say, declaratively, "You liked that, Harry!" And if she gets a nod, she can then say, "Anybody else?" If hands go up, she can acknowledge them with a nod. But no talk; and no student chatter. "All right," she says at last, "if you will listen perfectly, I'll read it again."

More silence, when she has finished. Then, quietly, "How many liked it that time?" If hands go up, don't count them; just be glad about it. You and those hands have something going that can be developed into a good thing. Keep the silence. Let nothing break it. Be the cat, if you like, just watching the canary-cage; and take your time about it. Then say, "Do you know; that is so small and so nice, that I think if I read it one more time, somebody in the class will be able to read it back to me!" This will make a little flurry. It may be necessary for you to flag down the youngster who always has to have his say. Keep the silence, and wait, and wait. Then just hold up one finger, and start. Make the third reading very slow and very distinct—a little exaggerated, perhaps . . . And when you finish, wait . . . Look for faces. When you find one that is full of zeal and inward struggle, look straight at it and say, "Will you try it, Ned?"

Ned will either read the piece, or he won't. He may start, and not finish. In any case, the exercise has really begun. If he reads it, this will encourage a whole flock of others. If he fails, those who were following him and can see what he failed on, will be encouraged to show that they can do it. No one finishes the other fellow's reading. Each reader

starts from the beginning. No one comments on the other fellow's reading. Comments are flagged down, and the silence is restored. No one gets called upon by waving his hand, however violently in the air. People get called upon by *looking ready*. There can be five or six readings. And then the bell should ring. If the bell doesn't ring at the right time, it's because the teacher started the exercise too early in the hour. The first time, the hour should have about twenty minutes to go. After that, not more than fifteen. Always have them leave while wishing that the hour were longer.

Students on that day or the next may inquire what the poem means. That is a kind of talk to be avoided. Don't let yourself be drawn into it, and presently it will die down . . . And don't do this exercise every day. Once a week is a lot, and best not on a fixed day. Do the exercise when the sign is right. After a time, when two or more of the little poems have been taken up in class, you can start the exercise by asking someone to read the one we had last week or the week before. But ask only someone you feel can do it. Let no one be embarrassed or persecuted about this thing. Some people can do it quite readily; for some it is very difficult. I always reach an understanding with my class. People who don't feel they can do it, can take an automatic pass for weeks and weeks. But in my experience, they all get drawn into it in the end. One who has never looked "ready" comes in one day and says, "I could have read it today. Will you try me next time?" And one who came through on almost the last day of the term, said, "As the weeks went by, it got to be easier and easier."

Students who have taken part in this exercise become very friendly with what the poets are trying to do. Without being able to recite *about* a poem, they get the feeling of it, and the feeling is of warmth or of reality or of truth. They quickly become able to find good poems for themselves. And of course, they remember a good deal of poetry, which is to say, they treasure it.

This exercise does not involve memorization. They have never seen the poem with the eye. They cannot go back over it, lying there on a page, to photograph it with the eye. No; *this is memory.* It is memory of what has been heard with the ear. It is like the memory of music. I call the exercise "Poetry by Ear," and as in the case of music by ear, a certain amount of graceful looseness is permitted to the reader. He must be true to what the poem said, and he should be true to the music of the lines. But a substitute word here and there is not a fault; it is an accomplishment. The poet didn't happen to use that word; but maybe only because he didn't happen to think of it. If a reader stops dead in the middle of a line, no one is allowed to call out the next word, as though poetry were made out of words! Rather, I just ask the reader what that line says, and he knows I will accept his paraphrase. It usually gets him going again. Sometimes the reader makes a substitution—unconsciously—that is very illuminating. Sometimes I have wished the poet could hear what a good substitution was made by a mere youngster.

The chief aim in teaching poetry should be to help students to become widely acquainted with poems and to encourage them to become quite familiar with some that they find by their own efforts and choose by the exercise of their own taste. Whatever furthers this aim, is a good technique in teaching. Somewhere in the world, there is a poem for everyone. Most people if properly awakened to poetry, will find a considerable body of it. Some will find only scattered pieces in a lifetime of exposure; but often such people value and treasure what they find and are among the fiercest partisans of poetry. No one should be coerced into trying to like *all* poetry; and so no one should be bullied into pretending to like any one particular poem. As there is a poem for everyone, the student who finds his one poem has accomplished something noteworthy. And even the student who has not found his one poem should be helped and encouraged. He may find it next week or next year, or perhaps even when he reaches the age of ninety. *Nothing done with poetry in the schools should discourage him from continuing to search.*

Stonehenge

The rocks in dreadful silence stand
And speak of fear.
I feel the eyes of those long-dead
Behold me here.
The sunset casts its shadows on the vast expanse
While in my mind are shadows of a ritual dance.
A young girl stands in fire
But her heart is ice,
She screams,
And giant stones resound the sacrifice . . .
Alone amidst the ruins—
A familiar cry!
I tremble with remembrance then
For it is I.

Lynda M. Tua, '64

Some Impressions of Our Chinese Neighbors

By EDNA D. SMITH



MISS EDNA D. SMITH, '16
Who Spent 30 Years Teaching in China

While living, working or traveling for a number of years in the Swatow district of Southeast China, I have been deeply impressed by certain qualities of the Chinese character. Many of these characteristics are found also in the nationals of other Southeast Asian countries.

On trips into the rural regions of South China the people were always *friendly* and *helpful*. They would go more than the second mile to put one on the right road or path through the rice fields. Upon arriving at a strange village the pastor of the church or other friend would be sitting at the village entrance to guide us safely to the church or home where we were to stay. No matter how poor the family, their genuine hospitality to a guest always was the best they could manage, even though it was only a cup of hot water instead of hot tea.

The *importance of the Family* as a unit was shown at all times in China proper. Even now in the densely populated British Colony of Hong Kong, the loyalty and concern of each member for the whole family is most evident. Everyone carefully considers his actions in order not to case "loss of face" for the family. Each wage earner takes his pay home to increase the family budget so the younger children or parents or grandparents can have a better life.

Chinese children are not self-conscious as so many western children are. When parents or teachers ask them to sing a song, tell a story, recite verses or a poem before others, they do it without hesitation. They also enjoy dramatizing stories and spend much time rehearsing and preparing for their parts. Most Chinese, whether old or young, are born actors, which quality is often shown in business dealings. The idea of bargaining is a game to them, and the merchants get much fun out of the bargaining, with no thought of dishonesty. They are clever enough though, to lose no profit in the bargain.

The ancient sage, Confucius, taught that "intelligence" is one of the cardinal virtues, so the Chinese practically revere *Education*. Thus for centuries, the deep desire of each Chinese has been for an education. Whether in rural or urban areas, wherever there is a school building, one will hear lessons being recited and see students industriously studying their books.

The Chinese do not have a caste system, therefore anyone who will pay the price for it can enjoy an education. Many of the refugees in Hong Kong work eight or ten hours in factories, then go to night school for two or three hours to fulfill that hunger for learning. There are practically no disciplinary problems for the teachers, as all the students, whether in first grade or in night school, apply themselves diligently to their studies.

To a Chinese, *time* is not as important as it is to westerners. Often in a joking way, time is spoken of as "rubber time", for it stretches. It is not necessary to get something done or made within a specified length of hours or days. To do a thing well, completing the whole in a soul-satisfying way, is more important to them than accomplishing it within a limited space of time. In Chinese philosophy, time is a wonderful healer as well as a solver of problems.

The *loyalty and concern* of the Chinese for western friends in China during the second World War was evident in many ways. At times they risked their own safety in order to supply food, clothing, and bedding to those held as prisoners. On occasions they even hid western friends and helped them escape to "free China." Even after the change of government took place, with anti-western propaganda taught on every side, loyal Chinese visited their western friends late at night to ascertain their

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Teachers - Angry People!

By IRVING ELAN
Social Studies Teacher at Barringer High School, Newark, N. J.

New York City, Yonkers, Newark, Philadelphia, Louisville, East St. Louis, Pawtucket . . . in all of these communities, teachers are angry about their salaries, their working conditions, their status, and the general climate in which they operate. In some of these cities, teacher anger has been focused on NEA leadership, one segment of the "Educational Establishment." Some communities have seen teachers call in sick in numbers large enough to close the schools! Some communities have been declared off limits for teachers unless conditions in these towns or cities improved.

Picketing of Board of Education headquarters has become common. In recent years, collective bargaining elections have highlighted the rivalry of the National Education Association and the American Federation of Teachers for the allegiance of teachers. This organizational competition is but one small facet of the teacher's dilemma. I would suggest that teachers are angry with themselves. I would also suggest that teachers are angry with other teachers!

What elements breed teacher discontent? One problem is that teachers, unlike most other professionals, are not independent entrepreneurs. Their salaries, hours, and working conditions are determined by other people—by local Boards of Education. In some school districts, Boards of Education are elected and school budgets must be approved by the voters each year. In other school districts, Boards of Education are appointed by the Mayor and the budgets must be approved by Boards of School Estimate each year.

In the first situation, Boards of Education are sometimes people by hacks, who are really opposed to excellence in education, and voters frequently knock down school budgets to protest against rising property taxes. There are even some voters who are not sure whether public education is a public obligation. In the Chapter VII district, the municipal budget is set after a perfunctory public hearing while the school budget must be approved at a public referendum, and it is against the school budget that Mr. Taxpayer vents his wrath against rising taxes.

In the Chapter VIII district, the Mayor, having appointed the members of the school board, calls upon them to cut school budgets so that a tax rise may either be prevented or kept low. Political expediency is the chief consideration.

In either case, Chapter VII or Chapter VIII, the teacher in the classroom knows of defintе needs which should be met, but budget cutting prevents these needs from being met. The teacher may also feel, and sometimes rightly so, that the Superintendent and his staff have not fought vigorously enough to achieve effective school budgets.

Another problem lies with the teachers themselves. Some teachers are in the field to earn a second salary to supplement their husband's income. Some other teachers are in the field to earn the main family income, and most of this group moonlight so that their families may participate in the affluent society. In the later situation, teachers must pace themselves so that they can have energy for two jobs. In the first case, teachers must conserve energy for family responsibilities. Women teachers who are working to supplement family income are not committed to vigorously fighting for improved salaries and teaching conditions. The few teachers who are actively working to improve conditions are faced with reactions such as these: "I don't care!" or "Don't bother me; I'm too busy." and even, "I'm afraid!"

In addition, some teachers have been thoroughly cowed by their administrators, making it difficult for teachers to be militant.

Teachers are finding their work becoming increasingly difficult. The teacher in the urban school system meeting the disadvantaged child has difficulties which have been so well publicized that there is no need to catalogue them here. The teacher in the middle class suburban community faces the pressure of student and their parents, as they become involved in the ever growing competitive college entrance syndrome.

A few years ago, the NEA conducted a survey of classroom teachers to discern what problem troubled the teachers the most. Teachers were not surprised

to learn that classroom discipline has become a taxing and critical problem. In the last fifteen years, teachers have been the victim of a squeeze play. Many administrators refuse to come to grips with this problem of discipline for fear of offending the parents. Happy, public relations is the guiding consideration. The teachers are told to grin and bear it —quietly, if you please! Teachers are well aware that this policy of the velvet glove is doing much to create a society victimized by teenage tyranny.

Parents may want the schools to be good, but they fail to forcefully impress the political leadership which controls the purse strings. The failure of Congress to pass federal aid legislation through the years reflects the gap between paying lip service to education and providing a sound financial base for the schools operation. The fact that Rutgers University has to turn away more than 5,000 qualified applicants shows that New Jersey also pays lip service to education and fails to provide the necessary financial base for its successful functioning. The public schools are the victims of the same gap-promise and reality.

Teachers are not unaware of these matters as well as many others such as an unsatisfactory pension program and an excessively rigid sabattical and leave policy.

At the root of the anger, however, is the teacher's lack of first-rank status in American society. This element is the key to understanding the headlines describing teacher dissatisfaction in all parts of the country. Only with first-rank status will this dissatisfaction diminish and possibly disappear.

NEIGHBORHOOD YOUTH—

(Continued from page 5)

placement was effected only if the enrollee could complete the high school education on or before June 1966.

The enrollees in our program are required to report to the Youth Career Development Center for periodic counseling. Should an enrollee express a desire to terminate his enrollment in the Neighborhood Youth Corps, he is first counseled by the work supervisors and then referred to the Youth Career Development Center for counseling in depth.

We are making every effort to promote job development. A member of the staff of the Neighborhood Youth Corps has as part of his assignment this important aspect of our program. We are making every effort to coordinate our activities with those of organizations such as the Business and Industrial Coordinating Committee, the Urban League, the Prudential Insurance Company, just to mention a few.

The major objectives of our program or any program funded under the Economic Opportunity Act are as follows:

1. To break the vicious cycle which has the uneducated and unemployable bringing up children who become in turn uneducated and unemployable. To prevent the child of poverty from becoming the parent of poverty.
2. To make the enrollees more employable by providing opportunities for them to get job experience, learn good work habits and complete their high school education.
3. To create or restore in these young people a degree of responsibility and self-esteem.
4. To alleviate wherever possible the conditions which produce for these young people frustrations and the sense of failure, and to give them opportunities to experience success.

A small staff has been provided to administer this program. There is a project director, a deputy director, seven work supervisors, a secretary and a clerk-typist. We are indeed fortunate that this staff is made up of extremely competent, dedicated, professional individuals. Without them the measure of success the program has enjoyed would have been out of the question.

Any attempt to make a comprehensive, valid evaluation of the program at this time would indeed be premature. However, we are pleased to report that apparently this is a workable program. President Johnson and Secretary of Labor Wirtz, lauded our progress. Terminations have been less than ten percent. Of this number, some have returned to day school, some have been placed in temporary civil service positions. The remaining few have either left for better paying jobs or represent "no-shows". We are currently doing a follow-up study on those who have been terminated.

More than half of our current enrollees are either attending evening school or have expressed the desire to enroll in evening school this September.

The first progress report on those currently attending evening school is expected within the next week or two.

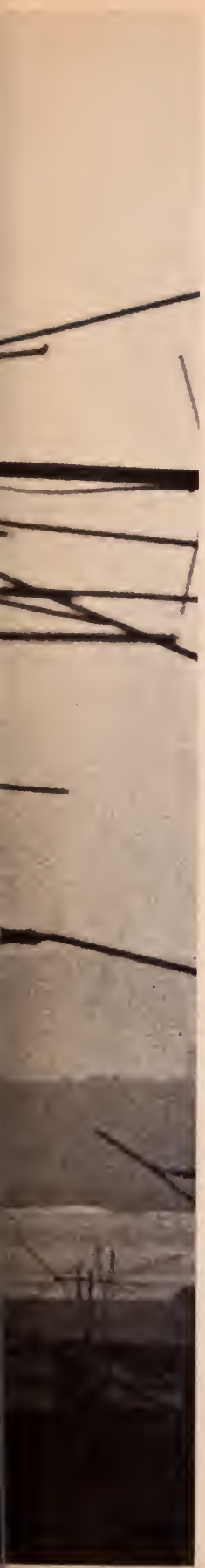
The cooperative support being given to the program by Mayor Addonizio, the department heads, and the permanent supervisory personnel of the various agencies, has given rise to a strong positive feeling that this program will indeed help to remove some of the frustrations and sense of failure and restore hope and provide such experiences of success that many of these young people will become useful, productive members of our democratic society.

THE PLIGHT *of the* HUMANITIES





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BRUCE DAVIDSON, MAGNUM

A SPECIAL REPORT

Amidst great material well-being, our culture stands in danger of losing its very soul.



WITH the greatest economic prosperity ever known by Man;

With scientific accomplishments unparalleled in human history;

With a technology whose machines and methods continually revolutionize our way of life:

We are neglecting, and stand in serious danger of losing, our culture's very soul.

This is the considered judgment of men and women at colleges and universities throughout the United States—men and women whose life's work it is to study our culture and its "soul." They are scholars and teachers of the humanities: history, languages, literature, the arts, philosophy, the history and comparison of law and religion. Their concern is Man and men—today, tomorrow, throughout history. Their scholarship and wisdom are devoted to assessing where we humans are, in relation to where we have come from—and where we may be going, in light of where we are and have been.

Today, examining Western Man and men, many of them are profoundly troubled by what they see: an evident disregard, or at best a deep devaluation, of the things that refine and dignify and give meaning and heart to our humanity.

HOW IS IT NOW with us?" asks a group of distinguished historians. Their answer: "Without really intending it, we are on our way to becoming a dehumanized society."

A group of specialists in Asian studies, reaching essentially the same conclusion, offers an explanation:

"It is a truism that we are a nation of activists, problem-solvers, inventors, would-be makers of better mousetraps. . . . The humanities in the age of super-science and super-technology have an increasingly difficult struggle for existence."

"Soberly," reports a committee of the American Historical Association, "we must say that in American society, for many generations past, the prevailing concern has been for the conquest of nature, the production of material goods, and the development of a viable system of democratic government. Hence we have stressed the sciences, the application of science through engineering, and the application of engineering or quantitative methods to the economic and political problems of a prospering republic."

The stress, the historians note, has beeome even more intense in recent years. Nuelear fission, the Communist threat, the upheavals in Afriea and Asia, and the invasion of spaee have caused our coneern with "practieal" things to be "enormously reinforeed."

Says a blue-ribbon "Commission on the Humanities," established as a result of the growing sense of unease about the non-seientific aspeets of human life:

"The result has often been that our social, moral, and aesthetie development lagged behind our material advance. . . .

"The state of the humanities today ereates a erisis for national leadership."

THE CRISIS, which extends into every home, into every life, into every seetion of our soeiety, is best observed in our colleges and universities. As both mirrors and ereators of our eivilization's attitudes, the eolleges and universities not only refleet what is happening throughout soeiety, but often indieate what is likely to eome.

Today, on many eampuses, seienee and engineering are in the ascendancy. As if in eonsequence, important parts of the humanities appear to be on the wane.

Scientists and engineers are likely to eommand the best job offers, the best salaries. Scholars in the humanities are likely to receive lesser rewards.

Seientists and engineers are likely to be given finaneial grants and eontraets for their researeh—by government ageneies, by foundations, by industry. Seholars in the humanities are likely to look in vain for sueh support.

Seientists and engineers are likely to find many of the best-qualified students elamoring to join their ranks. Those in the humanities, more often than not, must wateh helplessly as the talent goes next door.

Seientists and engineers are likely to get new buildings, expensive equipment, well-stoeked and up-to-the-minute libraries. Scholars in the humanities, even allowing for their more modest requirements of physieal facilities, often wind up with seeond-best.

Quite naturally, sueh eonspieuous eontrasts have ereated jealousies. And they have driven some persons in the humanities (and some in the sciences, as well) to these eonelusions:

1) The seienees and the humanities are in mortal competition. As science thrives, the humanities must languish—and viee versa.

2) There are only so many physical facilities, so much money, and so mueh research and teaching equipment to go around. Seience gets its at the expense of the humanities. The humanities' lot will be improved only if the sciences' lot is eut back.

To others, both in science and in the humanities, sueh assertions sound like nonsense. Our society, they say, can well afford to give generous support to *both* seienee and the humanities. (Whether or not it will, they admit, is another question.)

A eommittee advising the President of the United States on the needs of seienee said in 1960:

". . . We repudiate emphatieally any notion that seienee research and scientifie edueation are the only kinds of learning that matter to Ameriea. . . . Obviously a high eivilization must not limit its efforts to seience alone. Even in the interests of science itself, it is essential to give full value and support to the other great branches of Man's artistic, literary, and scholarly aetivity. The advaneement of seienee must not be aeeomplished by the impoverishment of anything else. . . ."

The Commission on the Humanities has said:

"Seienee is far more than a tool for adding to our seeurity and eomfort. It embraees in its broadest sense all efforts to aehieve valid and eoherent views of reality; as sueh, it extends the boundaries of experienee and adds new dimensions to human character. If the interdependenee of seienee and the humanities were more generally understood, men would be more likely to become masters of their technology and not its unthinking servants."

None of whieh is to deny the existenee of differenees between seienee and the humanities, some of whieh are due to a lack of eommunieation but others of whieh come from deep-seated misgivings that the seholars in one vineyard may have about the work and philosophies of seholars in the other. Differenees or no, however, there is little doubt that, if Americans should ehoose to give equal importanee to both seienee and the humanities, there are enough material resourees in the U.S. to endow both, amply.

THUS FAR, however, Amerieans have not so chosen. Our eulture is the poorer for it.





ROBERT PHILLIPS

the humanities' view:

Mankind is nothing without individual men.

"Composite man, cross-section man, organization man, status-seeking man are not here. It is still one of the merits of the humanities that they see man with all his virtues and weaknesses, including his first, middle, and last names."

DON CAMERON ALLEN



WHY SHOULD an educated but practical American take the vitality of the humanities as his personal concern? What possible reason is there for the business or professional man, say, to trouble himself with the present predicament of such esoteric fields as philosophy, exotic literatures, history, and art?

In answer, some quote Hamlet:

What is a man
If his chief good and market of his time
Be but to sleep and feed? a beast, no more.

Others, concerned with the effects of science and technology upon the race, may cite Lewis Mumford:

". . . It is now plain that only by restoring the human personality to the center of our scheme of thought can mechanization and automation be brought back into the services of life. Until this happens in education, there is not a single advance in science, from the release of nuclear energy to the isolation of DNA in genetic inheritance, that may not, because of our literally absent-minded automation in applying it, bring on disastrous consequences to the human race."

Says Adlai Stevenson:

"To survive this revolution [of science and technology], education, not wealth and weapons, is our best hope—that largeness of vision and generosity of spirit which spring from contact with the best minds and treasures of our civilization."

THE COMMISSION on the Humanities cites five reasons, among others, why America's need of the humanities is great:

"1) All men require that a vision be held before them, an ideal toward which they may strive. Americans need such a vision today as never before in their history. It is both the dignity and the duty of humanists to offer their fellow-countrymen whatever understanding can be attained by fallible humanity of such enduring values as justice, freedom, virtue, beauty, and truth. Only thus do we join ourselves to the heritage of our nation and our human kind.

"2) Democracy demands wisdom of the average man. Without the exercise of wisdom free institutions

and personal liberty are inevitably imperiled. To know the best that has been thought and said in former times can make us wiser than we otherwise might be, and in this respect the humanities are not merely our, but the world's, best hope.

"3) . . . [Many men] find it hard to fathom the motives of a country which will spend billions on its outward defense and at the same time do little to maintain the creative and imaginative abilities of its own people. The arts have an unparalleled capability for crossing the national barriers imposed by language and contrasting customs. The recently increased American encouragement of the performing arts is to be welcomed, and will be welcomed everywhere as a sign that Americans accept their cultural responsibilities, especially if it serves to prompt a corresponding increase in support for the visual and the liberal arts. It is by way of the humanities that we best come to understand cultures other than our own, and they best to understand ours.

"4) World leadership of the kind which has come upon the United States cannot rest solely upon superior force, vast wealth, or preponderant technology. Only the elevation of its goals and the excellence of its conduct entitle one nation to ask others to follow its lead. These are things of the spirit. If we appear to discourage creativity, to demean the fanciful and the beautiful, to have no concern for man's ultimate destiny—if, in short, we ignore the humanities—then both our goals and our efforts to attain them will be measured with suspicion.

"5) A novel and serious challenge to Americans is posed by the remarkable increase in their leisure time. The forty-hour week and the likelihood of a shorter one, the greater life-expectancy and the earlier ages of retirement, have combined to make the blessing of leisure a source of personal and community concern. 'What shall I do with my spare time' all-too-quickly becomes the question 'Who am I? What shall I make of my life?' When men and women find nothing within themselves but emptiness they turn to trivial and narcotic amusements, and the society of which they are a part becomes socially delinquent and potentially unstable. The humanities are the immemorial answer to man's questioning and to his need for self-expression; they are uniquely equipped to fill the 'abyss of leisure.' "

The arguments are persuasive. But, aside from the scholars themselves (who are already convinced), is anybody listening? Is anybody stirred enough to do something about "saving" the humanities before it is too late?

"Assuming it considers the matter at all," says Dean George C. Branam, "the population as a whole sees [the death of the liberal arts tradition] only as the overdue departure of a pet dinosaur.

"It is not uncommon for educated men, after expressing their overwhelming belief in liberal education, to advocate sacrificing the meager portion found in most curricula to get in more subjects related to the technical job training which is now the principal goal. . . .

"The respect they profess, however honestly they proclaim it, is in the final analysis superficial and false: they must squeeze in one more math course for the engineer, one more course in comparative anatomy for the pre-medical student, one more accounting course for the business major. The business man does not have to know anything about a Beethoven symphony; the doctor doesn't have to comprehend a line of Shakespeare; the engineer will perform his job well enough without ever having heard of Machiavelli. The unspoken assumption is that the proper function of education is job training and that alone."

Job training, of course, is one thing the humanities rarely provide, except for the handful of students who will go on to become teachers of the humanities themselves. Rather, as a committee of schoolmen has put it, "they are fields of study which hold values for all human beings regardless of their abilities, interests, or means of livelihood. These studies hold such values for all men precisely because they are focused upon universal qualities rather than upon specific and measurable ends. . . . [They] help man to find a purpose, endow him with the ability to criticize intelligently and therefore to improve his own society, and establish for the individual his sense of identity with other men both in his own country and in the world at large."

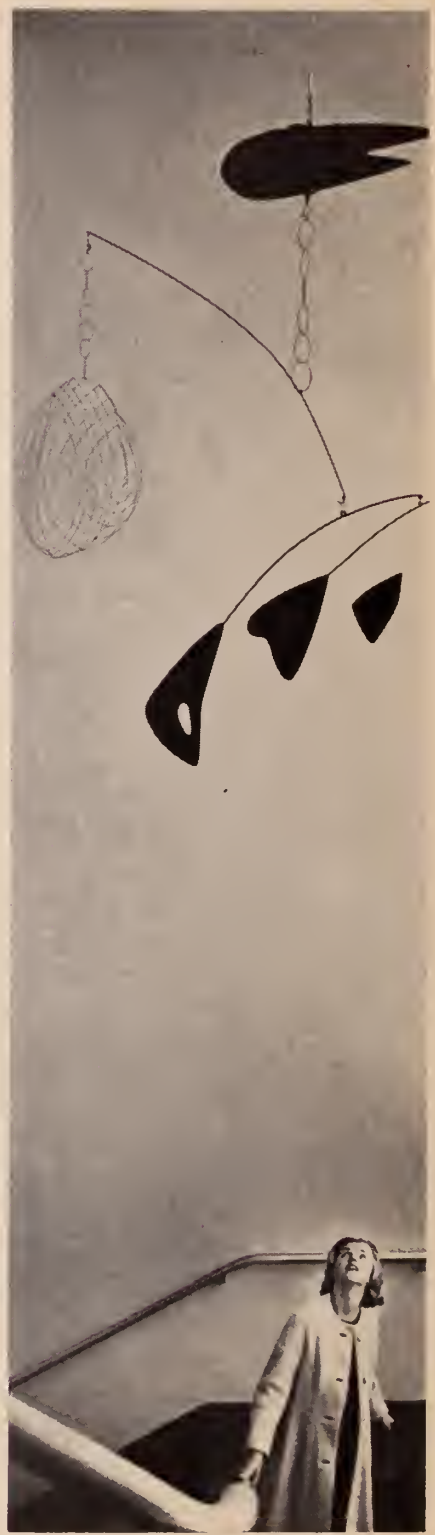
Is THIS reason enough for educated Americans to give the humanities their urgently needed support?

The humanities: "Our lives are

"Upon the humanities depend the national ethic and morality. . .







the substance they are made of."



. . . the national aesthetic and beauty or lack of it . . .

. . . the national use of our environment and our material accomplishments."



ROBERT PHILLIPS

"A million-dollar project without a million dollars"



THE CRISIS in the humanities involves people, facilities, and money. The greatest of these, many believe, is money. With more funds, the other parts of the humanities' problem would not be impossible to solve. Without more, they may well be.

More money would help attract more bright students into the humanities. Today the lack of funds is turning many of today's most talented young people into more lucrative fields. "Students are no different from other people in that they can quickly observe where the money is available, and draw the logical conclusion as to which activities their society considers important," the Commission on the Humanities observes. A dean puts it bluntly: "The bright student, as well as a white rat, knows a reward when he sees one."

More money would strengthen college and university faculties. In many areas, more faculty members are needed urgently. The American Philosophical Association, for example, reports: ". . . Teaching demands will increase enormously in the years immediately to come. The result is: (1) the quality of humanistic teaching is now in serious danger of deteriorating; (2) qualified teachers are attracted to other endeavors; and (3) the progress of research and creative work within the humanistic disciplines falls far behind that of the sciences."

More money would permit the establishment of new scholarships, fellowships, and loans to students.

More money would stimulate travel and hence strengthen research. "Even those of us who have access to good libraries on our own campuses must travel far afield for many materials essential to scholarship," say members of the Modern Language Association.

More money would finance the publication of long-overdue collections of literary works. Collections of Whitman, Hawthorne, and Melville, for example, are "officially under way [but] face both scholarly and financial problems." The same is true of translations of foreign literature. Taking Russian authors as an example, the Modern Language Association notes: "The major novels and other works of Turgenev, Gogol, Dostoevsky, Tolstoy, and Chekhov are readily available, but many of the translations are inferior and most editions lack notes and adequate introduc-



ROBERT PHILLIPS

THUS PROFESSOR GAY WILSON ALLEN, one of the editors, describes the work on a complete edition of the writings of Walt Whitman. Because of a lack of sufficient funds, many important literary projects are stalled in the United States. One indication of the state of affairs: the works of only two American literary figures—Emily Dickinson and Sidney Lanier—are considered to have been collected in editions that need no major revisions.

tions. . . . There are more than half a dozen translations of *Crime and Punishment*. . . . but there is no English edition of Dostoevsky's critical articles, and none of his complete published letters. [Other] writers of outstanding importance. . . . have been treated only in a desultory fashion."

More money would enable historians to enter areas now covered only adequately. "Additional, more substantial, or more immediate help," historians say, is needed for studies of Asia, Russia, Central Europe, the Middle East, and North Africa; for work in intellectual history; for studying the history of our Western tradition "with its roots in ancient, classical, Christian, and medieval history"; and for "renewed emphasis on the history of Western Europe and America." "As modest in their talents as in their public position," a committee of the American Historical Association says, "our historians too often have shown themselves timid and pedestrian in approach, dull and unimaginative in their writing. Yet these are vices that stem from public indifference."

More money would enable some scholars, now engaged in "applied" research in order to get funds, to undertake "pure" research, where they might be far more valuable to themselves and to society. An example, from the field of linguistics: Money has been available in substantial quantities for research related to foreign-language teaching, to the development of language-translation machines, or to military communications. "The results are predictable," says a report of the Linguistics Society of America. "On the one hand, the linguist is tempted into subterfuge—dressing up a problem of basic research to make it look like applied research. Or, on the other hand, he is tempted into applied research for which he is not really ready, because the basic research which must lie behind it has not yet been done."

More money would greatly stimulate work in archaeology. "The lessons of Man's past are humbling ones," Professor William Foxwell Albright, one of the world's leading Biblical archaeologists, has said. "They are also useful ones. For if anything is clear, it is that we cannot dismiss any part of our human story as irrelevant to the future of mankind." But, reports the Archaeological Institute of America, "the knowledge of valuable ancient remains is often permanently lost to us for the lack of as little as $5,000."

MORE MONEY: that is the great need. But where will it come from?

Science and technology, in America, owe much of their present financial strength—and, hence, the means behind their spectacular accomplishments—to the Federal government. Since World War II, billions of dollars have flowed from Washington to the nation's laboratories, including those on many a college and university campus.

The humanities have received relatively few such dollars, most of them earmarked for foreign language projects and area studies. One Congressional report showed that virtually all Federal grants for academic facilities and equipment were spent for science; 87 percent of Federal funds for graduate fellowships went to science and engineering; by far the bulk of Federal support of faculty members (more than $60 million) went to science; and most of the Federal money for curriculum strengthening was spent on science. Of $1.126 billion in Federal funds for basic research in 1962, it was calculated that 66 percent went to the physical sciences, 29 percent to the life sciences, 3 percent to the psychological sciences, 2 percent to the social sciences, and 1 percent to "other" fields. (The figures total 101 percent because fractions are rounded out.)

The funds—particularly those for research—were appropriated on the basis of a clearcut *quid pro quo:* in return for its money, the government would get research results plainly contributing to the national welfare, particularly health and defense.

With a few exceptions, activities covered by the humanities have not been considered by Congress to contribute sufficiently to "the national welfare" to qualify for such Federal support.

IT IS on precisely this point—that the humanities are indeed essential to the national welfare—that persons and organizations active in the humanities are now basing a strong appeal for Federal support.

The appeal is centered in a report of the Commission on the Humanities, produced by a group of distinguished scholars and non-scholars under the chairmanship of Barnaby C. Keeney, the president of Brown University, and endorsed by organization after organization of humanities specialists.

"Traditionally our government has entered areas where there were overt difficulties or where an opportunity had opened for exceptional achievement," the report states. "The humanities fit both categories, for the potential achievements are enormous while the troubles stemming from inadequate support are comparably great. The problems are of nationwide scope and interest. Upon the humanities depend the national ethic and morality, the national aesthetic and beauty or the lack of it, the national use of our environment and our material accomplishments. . . .

"The stakes are so high and the issues of such magnitude that the humanities must have substantial help both from the Federal government and from other sources."

The commission's recommendation: "the establishment of a National Humanities Foundation to parallel the National Science Foundation, which is so successfully carrying out the public responsibilities entrusted to it."

SUCH A PROPOSAL raises important questions for Congress and for all Americans.

Is Federal aid, for example, truly necessary? Cannot private sources, along with the states and municipalities which already support much of American higher education, carry the burden? The advocates of Federal support point, in reply, to the present state of the humanities. Apparently such sources of support, alone, have not been adequate.

Will Federal aid lead inevitably to Federal control? "There are those who think that the danger of

"Until they want to, it won't be done."



BARNABY C. KEENEY (opposite page), university president and scholar in the humanities, chairs the Commission on the Humanities, which has recommended the establishment of a Federally financed National Humanities Foundation. Will this lead to Federal interference? Says President Keeney: "When the people of the U.S. want to control teaching and scholarship in the humanities, they will do it regardless of whether there is Federal aid. Until they want to, it won't be done."



ROBERT PHILLIPS

Federal control is greater in the humanities and the arts than in the sciences, presumably because politics will bow to objective facts but not to values and taste," acknowledges Frederick Burkhardt, president of the American Council of Learned Societies, one of the sponsors of the Commission on the Humanities and an endorser of its recommendation. "The plain fact is that there is *always* a danger of external control or interference in education and research, on both the Federal and local levels, in both the public and private sectors. The establishment of institutions and procedures that reduce or eliminate such interference is one of the great achievements of the democratic system of government and way of life."

Say the committeemen of the American Historical Association: "A government which gives no support at all to humane values may be careless of its own destiny, but that government which gives too much support (and policy direction) may be more dangerous still. Inescapably, we must somehow increase the prestige of the humanities and the flow of funds. At the same time, however grave this need, we must safeguard the independence, the originality, and the freedom of expression of those individuals and those groups and those institutions which are concerned with liberal learning."

Fearing a serious erosion of such independence, some persons in higher education flatly oppose Federal support, and refuse it when it is offered.

Whether or not Washington does assume a role in financing the humanities, through a National Humanities Foundation or otherwise, this much is certain: the humanities, if they are to regain strength in this country, must have greater understanding, backing, and support. More funds from private sources are a necessity, even if (perhaps *especially* if) Federal money becomes available. A diversity of sources of funds can be the humanities' best insurance against control by any one.

Happily, the humanities are one sector of higher education in which private gifts—even modest gifts—can still achieve notable results. Few Americans are wealthy enough to endow a cyclotron, but there are many who could, if they would, endow a research fellowship or help build a library collection in the humanities.

IN BOTH public and private institutions, in both small colleges and large universities, the need is urgent. Beyond the campuses, it affects every phase of the national life.

This is the fateful question:

Do we Americans, amidst our material well-being, have the wisdom, the vision, and the determination to save our culture's very soul?

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. (The editors, of course, speak for themselves and not for their institutions.)
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CONGRESSMAN HENRY HELSTOSKI, '47, '49
Ninth District, New Jersey
The First Montclair Graduate to Serve in Congress

THE HELSTOSKI STORY

From the Classroom to Capitol Hill!

(This story was prepared with the assistanee of Representative Henry Helstoski and his administrative assistant, Mr. Allen Koreivo.)

FROM THE CLASSROOM to Capitol Hill is quite a leap, but Henry Helstoski (BA '47, MA '49) makes the hurdle look easy.

Henry, a Demoerat, surprised the experts last November when he upset the long-dominant Bergen County Republicans in winning the Ninth Congressional Distriet seat. The first Montelair State graduate to serve in Congress, he is now busy proving that teachers make exeellent publie officials.

Congressman Helstoski long ago brushed aside the argument that teachers should stay out of polities. He believes that teaehers, because of their awareness of history and of problems that have—and haven't—been solved, have the neeessary background to serve their eommunities effeetively and well in elective offiees.

Henry began his own political eareer the hard way, seeking a Borough Counеil seat in 1956 in East Rutherford, the same community in whieh he served on the high school faeulty. Henry won, and since then has yet to lose an eleetion. He has made steady progress, both as an educator and as a lawmaker. Professionally, he rose from teaeher to department head to principal. Politically, he has kept pace: from councilman to mayor to Congressman.

"The teacher learns quickly that advance preparation is the key to rewarding classes", the former English and Soeial Studies instruetor observes. "It also is the key not only to winning a politieal eampaign, but to being able to eope with the duties that follow".

In winning his Congressional eampaign, Helstoski benefited from the popularity of another former teacher, Lyndon B. Johnson. But he was on his own in territory long hostile to Demoeratic candidates. Even his opponents coneede that Henry Helstoski's

campaign was a masterpiece.

Proof of the Helstoski touch: The day after his election victory was confirmed, billboards throughout the Ninth District bearing the Helstoski plea for votes received a new addition, a banner reading "Thanks For Your Support".

Preparation for the campaign began months before the election and brought nationwide attention to the Montclair State product.

In April he launched a major effort to obtain Federal aid to hasten development of the 20,000-acre Hackensack River meadowlands. He had played a major role in development already evident there, particularly in East Rutherford, where he served as mayor from 1957 until early this year.

Even wider acclaim was won when candidate Helstoski took off in July on a personally-financed world-wide tour which took him to all of the existing international trouble spots.

Today, when Viet Nam is discussed, Representative Helstoski has an advantage over many of his colleagues: he's been there. He also visited Cyprus, talked with leaders of both sides in their bitter internal struggle.

On what was scheduled to be the final day of his trip, he received permission to go behind the Iron Curtain. He delayed his homecoming to visit Poland, where he learned first-hand of life behind the Red barrier, aided by his ability to speak Polish.

During the campaign, Henry took a ribbing from former classmates about his "tenting" on Route 3. Campaign headquarters there was a former circus tent, which served to remind those coming into Bergen County from Secaucus that Henry Helstoski was a candidate. Nearby was a red, white and blue trailer, used as a campaign office. The future congressman painted it himself.

Helstoski's limitless stamina—perhaps abetted by his experience as a track coach—enabled him to be heard by thousands throughout the Ninth District. His speaking ability gained many converts.

All this preparation led to victory. It gave him the responsibility of representing 500,000 constituents, residents of 37 Bergen County communities plus North Bergen and Guttenberg in Hudson County.

Now, five months after his hectic campaign ended, he is engaged at the same energetic pace, working to provide the best possible representation for his constituents.

"This is still a learning process for me", Henry told a Chamber of Commerce recently. "I'm making the adjustment from an executive position (Mayor of East Rutherford) with 8,000 constituents to a legislative one with 500,000 constituents".

He covers much ground in his busy schedule. Henry flies to Washington early Monday morning and remains there until late Friday. On weekends at home, he spends his time in conference with constituents attending affairs that bring him before the people in all areas of his district. Fortunately, he gets along on very little sleep and has an iron constitution.

A Congressman's job is so varied that it is difficult to describe his duties in a very few words. But Henry thinks the late Luther Patrick, a Representative from Alabama, once summed it up best in a speech before the House.

"A Congressman", he said, "has become an expanded messenger boy, an unemployment agency, getter-out-of the Army, Navy, and Marines, a ward heeler, a wound healer, trouble shooter, law explainer, bill finder, issue translator, resolution interpreter, controversy oil-pourer, glad hand extender, business promoter, convention goer, civic goodwill promoter, veterans affairs adjuster, ex-serviceman's champion, watchdog for the underdog, sympathizer for the upperdog, kisser of babies, recoverer of lost baggage, soberer of delegates, adjustor for traffic violators and voters straying into Washington and into the toils of the law, binder-up of broken hearts, financial wet nurse, a Good Samaritan, contributor to good causes—there are so many good causes—cornerstone layer, public building and bridge dedicater, ship christener. To be sure, he does get in a little flag-waving and a little Constitutional hoisting and spread eagle work, but it is getting harder every day to find time to properly study legislation, the very business we are primarily here to discharge, and it must be done above all things".

"Surprising, isn't it, how many of these tasks the school teacher carries out daily with his own constituents—his pupils and their parents?", Helstoski asks. "Fortunately, the classroom teaches one how to handle people and their problems. It provided me with training I consider invaluable and I can think of no better way to have prepared myself for this new purpose."

A Congressman's office is a busy place, handling thousands of individual cases at any given time, playing host to visiting constituents daily and receiving and answering a staggering amount of mail.

For that reason, the congressman must be an efficient organizer. Here again, Henry has gained the necessary experience, as former principal of Wallington High School, not only on administrative procedure but also on being able to select the right personnel for his staff, people who are sympathetic,

quick and efficient.

The Helstoski office on the fourth floor of the Cannon House Office Building, a short distance from The Capitol, receives more than 5,000 letters each month, not including newspapers, periodicals, reports and internal communications. Each must be opened and read, and all are answered. Those that cannot be handled by a staff member are referred directly to Congressman Helstoski, who spends each morning reading mail to weigh his constituents' judgment with his own as a means of arriving at decisions.

Many constituents write their views when they are violently for or against any particular piece of legislation. Others make it a habit of expressing their opinion to Henry on every major issue before the Congress. Many communications are in the form of petitions signed by a large number of constituents. In the Helstoski office, each of these signers receives an answer.

"Almost 50 per cent of our mail deals with personal problems of our constituents", Helstoski points out. "To deal with these matters, one has to be sympathetic and must try in every way to be helpful. This is an approach which I and my staff always take. We always try to place ourselves in the other fellow's position and then do our best to straighten out his problem.

"Of course, we are not miracle workers and there are many personal troubles that we or no one else can overcome. We just always do our best and try to make our constituent realize this."

Status as a problem-solver isn't left behind in Washington when the congressman returns home to his district offices in East Rutherford. There, he conducts what some observers label a "confessional", listening to the complaints and problems of people who demand to see him personally.

Henry has been surprised at the number of immigration cases his office must handle—obtaining visas, extending them and completing eleventh-hour reprieves for many due to leave the country. This results, he points out, from the wide ethnic background of the people who live in his constituency.

When he is in Washington, Henry's day is fully occupied.

He lives in a one-room efficiency apartment a short distance from Capitol Hill. Arising at 6 each morning or shortly after, he usually spends some time reading the Washington Post and the Congressional Record, which are delivered daily.

From each he gathers opinions on the current area of interest and checks on how they are being treated editorially.

Some mornings he breakfasts alone, others he uses to meet with constituents who might be in town on holiday or business. Breakfast conferences are extremely valuable, because these Henry can usually keep. The schedule normally is not disrupted yet this early in the day.

"I usually reach my office at about 9:15 to start my official day. My schedule is spelled out for me by my secretary hour-by-hour, but both of us know the odds are slim that I can stick to it the entire day. The ways of Congress are unpredictable."

He goes through the morning mail and outgoing correspondence that needs his signature with Miss Eileen Linahan, his secretary, who is a Capitol Hill veteran and adept at finding ways and means to get just about anything done quickly.

He gives special instructions for developing cases that are non-routine and may dictate letters to a number of citizens.

He reviews current legislation and new bills he is considering with his legislative assistant, Joseph Brozstowski.

During this time, he also may answer several telephone calls from his district office, residents back home or colleagues.

He discusses public and administrative matters with Allen Korcivo, his administrative assistant, and outlines a speech he wishes to make the next day on a bill under consideration by the House.

Congress begins its sessions daily at noon and so he squeezes in as much as possible before bells—very much like a school fire alarm bell—begin summoning members to the House Floor.

His secretary may usher a family from back home into his presence—many go to Washington on vacation and make it a must to stop and see their congressman. After exchanging pleasantries and perhaps discussing a vote or two with Helstoski, a secretary provides the family with tickets to the House Gallery or perhaps one of many special tours conducted in the capital.

Some mornings are taken up with committee meetings. Henry is a member of the committees on Government Operations and Veterans' Affairs. Hearings can be brief or long—depending on the importance of business at hand and the number of witnesses to be heard.

The quorum bell at noon brings all representatives hurrying to the House floor for roll call.

Debate on issues takes place during the day and if votes are not imminent, committees may continue their sessions in the afternoon.

"But on a vote call we all rush back to the floor to register our decisions on legislation", Henry says.

Congress may adjourn at 4 o'clock—or several hours later. The uncertainty of the Congressional day makes it particularly hard on secretaries who are trying to arrange mutually convenient times for appointments.

Going back to his office, Henry checks on incoming phone messages left for him and confers with aides on matters of importance which have cropped up during the day. Henry is an original thinker and often reverses a course set by an aide, who sometimes finds himself learning something new under the Helstoski approach.

The congressman might call a newspaper reporter back home, giving additional reasons for a stand he has taken in voting, or may call others to confirm that he will appear personally at a function that weekend. He receives at least two or three invitations daily to attend civic and political meetings. It is impossible to be at all of them, so he must make decisions without hurting feelings.

He uses a dictaphone to record correspondence for his secretary before leaving the office. It is a rule of the Helstoski office to leave as unfinished each day only those jobs which absolutely cannot be completed immediately.

Seldom does he leave the House Office Building before 6:30 P.M., and his day is not necessarily done then. He often must dine at meetings of one group or another and frequently meets in the evening with people from the district.

Later, he once again scans the newspapers or begins preparing the outline of a speech or newsletter before retiring to prepare for another busy day.

"I am kept busy, but after all, that's why I was sent to Washington", Henry says. "The schedule is familiar to any school teacher. The time spent on the floor of Congress—as in the classroom—is only a small part of the preparation or follow-up that must coincide with a working day".

Helstoski has lost none of his individuality.

"Many people will be surprised to learn of the great degree of independence the individual congressman retains in Washington", the 40-year-old lawmaker notes.

"Making decisions is always difficult when you are trying to represent the best interest of 500,000 persons. This is compounded somewhat by political party ties, but not to the degree that many people believe".

In a vote, all members of the House are independent and co-equal. The ability of the Speaker of the House to ride roughshod on any member to force a vote a certain way is limited by the fact that committee assignments and chairmanships are based primarily on seniority of service rather than by personal favoritism. This reduces the influence a majority leader or party machinery can have on the way an individual votes.

Henry contends he is much better off than a corporation executive. The executive is virtually forced to go along with the whims of the president of a company, or else his promotion might be withheld or he could even be fired. The Congressman may be pressured and cajoled, but he knows that he can be fired or held back only by the voters back home.

It was this very tendency toward independence that separated Henry from the rest of the freshmen members of the 89th Congress when he and 28 other lawmakers voted against providing money to continue the activities of the House Committee on Un-American Activities.

The vote brought some howls of protest and denunciation, but a flood of mail followed his action that showed the bulk of those responding to be behind his purpose. Newspaper editorials praised him for his thinking and for his courage in avoiding the easy way out.

"Obviously my vote was not a matter of political expediency, but one of conscience. It would have been much more pleasant to follow the desires of veterans posts and other organizations to back the committee, but I chose not to do so for several reasons".

The very title of the committee is enough to stir up opposition to anyone who stands in its way, Henry points out.

"Being against any committee that is supposed to investigate un-American activities is like taking a stand against motherhood", Henry admits.

"But I felt, and still do, that the activities of the HUAC would be handled more capably and more fairly by the House Judiciary Committee. In fact, I introduced a bill to make the HUAC a subcommittee of the Judiciary Committee."

Henry outlines several reasons for his opposition to the HUAC.

"The process of this committee is basically un-American in practice. Those accused have no right to cross-examine or face their accusers, who remain anonymous. The public automatically believes anyone who is hauled before the HUAC is guilty of some act against his country. He has no chance to refute this.

"And only recently has this committee discovered there is a Ku Klux Klan and an American Nazi Party and that there are some right-wing elements which also pose a great danger to our democracy.

"There are economic aspects to consider also. The

activities of the House Un-American Activities Committee lead to no legislation and yet this 9-man unit spends $94,603 per committee member, the highest rate of any Congressional committee. It also employs 57 people who receive total earnings of $851,427.

"There is no need to have this as a standing committee, since its activities would be more properly placed with the Federal Bureau of Investigation, which does a more effective job with less fanfare, and in the end assures the accused a fair trial."

He has brought these same arguments before district groups. His listeners invariably express satisfaction with his stand after his reasoning is explained.

This type of independence and thinking is just what his former classmates would expect of Henry Helstoski. All who know him expect there will be more decisions in which Helstoski will stray from the easy path. He seldom avoids a controversy. But, he'll always advance a plausible argument favoring the side he's on.

By his very nature and training, Henry is dedicated to the cause of better public education. His recent remarks in Congress during debate on the Administration's successful Aid to Education Bill were singled out by several of his colleagues as among the most outstanding speeches made in support of the legislation.

Here are excerpts from his remarks:

"It is a shocking fact that while the United States stands for equality of opportunity, it permits gross inequalities in educational opportunity.

"Far too high a percent of our citizens suffer handicaps that result from lack of functional literacy. Fewer and fewer children are denied schooling completely, but many children attend poor schools and only for a short period of time. Lack of adequate schooling, both as to quality and amount, is partly responsible for the millions of disadvantaged Americans who have recently been migrating from undeveloped rural slums to congested urban slums.

"Low educational achievement is associated with low earning capacity, unemployment, high rates of rejection for military service and dependence on various types of relief.

"Recent analysis of the relation of education to economic development indicates that the development of 'human capital'—specifically, investment in education—has actually been more important as a source of economic growth than has the accumulation of physical capital.

"Education contributes directly to economic growth, because it improves the quality of the labor force. Education contributes directly, but significantly, because it is the source of the research for much of our technological progress.

"It has been estimated that in recent years investment in education has been responsible for up to 40 per cent of the Nation's growth and productivity through higher wages and greater purchasing power for the worker in the new products and techniques which come from trained minds.

"Yet, while we want the best kind of school possible, we have not yet demonstrated as a nation that we are willing to pay for the best. We must face up to the need for the very large number of teachers that will be required, as well as for the increasing need for teacher specialization.

"We must substantially raise teachers' salaries and help to insure that a higher proportion of our school teachers will become career teachers.

"Schools of the kind we want will cost more money, a lot more money. The cost of education will continue to rise even if we merely accommodate sheer numbers and do nothing at all to improve the quality of education."

As expected, Helstoski's performance in Washington has not been a passive one. He has been heard on all matters of importance and has sponsored or co-sponsored a growing number of bills.

Among legislation he has introduced are measures to set minimum safety standards for the manufacture of automobile tires; to create a special unit to protect the scenic beauty and public accessibility of the Hudson River Palisades and to make the House Un-American Activities Committee a subcommittee of the Judiciary Committee.

Helstoski-sponsored bills also have been introduced to guarantee voter rights, to combat water pollution, to designate Columbus Day as a national holiday, to release for public viewing a United States Information Service film on the late John F. Kennedy and a number of other proposals.

What of Henry's future?

"That is up to the voters", Henry points out.

In 1966 he must seek reelection if he intends to stay in the House of Representatives. Since he is in a predominantly Republican district, a second consecutive victory would probably assure a long and successful political career ahead.

Those who know him well can't conceive of his being a loser. The only path for Henry Helstoski leaps upward, they say.

"If you think teaching is fine training for a future congressman, just think about what a fine teacher could emerge after two years in the House of Representatives", he quips.

Will S. Monroe (1863-1939)

THE FIRST PROFESSOR OF EDUCATION AT MONTCLAIR

By DR. FRANK M. CORDASCO
Associate Professor of Education

As Montclair State College continues into its second half century of teacher education its history becomes a fascinating story, and the rosters of those who have taught at the college, its alumni, its exciting educational innovations and experiments all testify to a dynamic period in American educational history. Of all the important educators who have been associated with Montclair State College, Will S. Monroe (1863-1939) enjoys special distinction. During his tenure at Montclair, Monroe was one of the nation's most eminent historians of education; his publications not only brought national attention to the young institution: in many ways these publications established the history of education as an important academic discipline in the nation's colleges. It is regrettable that Monroe has been inadvertently omitted from the *Dictionary of American Biography* (New York, Scribner's, 1928-36, 20 vs.; Supps., 1944, 1958).

Will S. Monroe, appointed to teach psychology and the history of education, was a member of the original faculty at Montclair Normal School when it was organized in 1908. (See James P. Pettegrove, "Montclair's First Half Century," *Teacher Education For a Changing World*, Montclair State College [1958], pp. 9-17). He remained at Montclair until 1925 when he retired from teaching, bringing to an end an educational career of some forty years which had included service as a classroom teacher, principal, superintendent, and college professor.

Monroe was born on March 22, 1863 in Luzerne County, Pennsylvania, was educated in the county's rural schools and at Huntington Mills Academy. He received his A.B. at Stanford University and did graduate work at the Universities of Leipzig and Jena in Germany, and Paris and Grenoble in France. From 1881-1887, he had been a teacher and principal in the Luzerne County schools; 1887-1888, he was superintendent of schools at Nanticoke, Pennsylvania; and from 1889-1892, he held a similar post in Pasadena, California. He came to the Montclair Normal School from the State Normal School at Westfield, Mass., where he had been an instructor in the history of education from 1896-1908. During his long tenure at Montclair (1908-1925), Monroe also served as visiting lecturer at the Universities of Chicago, Illinois, and Vermont; at Columbia University; at the University of Prague; at the University of Bulgaria (Sofia) and at the American University of Beirut. President Woodrow Wilson appointed Monroe to the United States Peace Inquiry Commission which he served (1918-19) as head of the sub-committee on the Balkans because of his extensive knowledge of these countries.

All his life, Monroe remained a prolific writer. He was a contributing editor to the *Cyclopedia of Education* (New York, Macmillan, 5 vs., 1910-13), the only general encyclopedic work on education available in English;[1] was for a time associate editor of the *Pedagogical Seminary*, and contributed many articles to educational journals. His most important books on education include the following:

The Educational Labors of Henry Barnard. A Study in the History of American Pedagogy. Syracuse, C. W. Bardeen, 1983.[2]

A Bibliography of Henry Barnard. Boston, New England Publishing Company, 1897.

A Bibliography of Education. New York, D. Appleton, 1897. This includes 3200 classified and annotated entries limited to publications in English.

Comenius and the Beginnings of Educational Reform. New York, Scribner's, 1900.

Progress of Education in Italy. U. S. Bureau of Education. Report (1907).

History of the Pestalozzian Movement in the United States. Syracuse, C. W. Bardeen, 1907.

Monroe also did classroom textbooks which were widely successful; important volumes (historical, sociological and institutional on Bohemia (1910) and Bulgaria (1914); and travel books on Turkey widely successful;[3] important volumes (historical, (1907), Sicily (1909) and Norway (1909). All of the titles have long been out of print. The educational titles are eagerly sought after in the antiquarian book trade for libraries which are building reference collections in education, and the *Comenius* and *Pestalozzi* volumes are considered classics by scholars in the history of education.

Above all else, Professor Will S. Monroe was a great teacher, an excellent colleague, and a friend. One of his associates at Montclair, Laura Woodward Abbott, wrote of him: "All his heart and soul, his intelligence and physical being, appeared to enter everything he said and did."

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An Alumnus Looks at the Peace Corps

By RAY OLSEN, '59

I HAVE RECENTLY SPENT two years in the Philippines as a Peace Corps Volunteer, teaching English for one year in an elementary school in a small village, and for the other year in a teachers college in a major city, Iloilo. I had returned to the United States in June, 1964, and soon began a full-time program toward my master's degree, which will be completed in June 1965.

At the present time, I find it very difficult to evaluate the two-year experience in the Peace Corps in such a way as to make it meaningful to someone else. I have heard some of my fellow-Volunteers say, near the end of our two-year stay in the Philippines, that they have gained a deeper respect and understanding for the United States as a result of their living and working in another country. This is very true. What is especially valued and respected in the American culture is its belief in the individual. And because of its size and power, America can take the initiative in spreading what it believes to be "right." But with regard to the aim of the Peace Corps—international understanding—we have overlooked or minimized the more important outcome of the whole experience of living and working with people of another country: the ideal of international understanding has not only been institutionalized but has begun to become a reality among individuals. The smallest unit of international understanding—that between one individual and another—has begun to be considered important. In each of these units of international understanding is found the beginnings of an enlightened feeling of international respect.

Respect is not grounded on a feeling of superiority, nor is it motivated from fear, or a feeling of inferiority. It is not even synonymous with understanding, appreciation, or acceptance of other's values. Nor is it a positive kind of tolerance. It is a feeling of equality one individual has toward another. And this belief in equality accepts as its broad base the differences among men. It is an emotionized attitude of mind. It enables one to see another as an equal. Social position within a society—whether high or low—is seen to be secondary to the man. Without low-class men there would be no high-class men, and vice-versa. Without ordinary men, there would be no superior men.

The political power of the United States very often creates barriers to this kind of respect. Either a



small nation fears or envies our power, or we project a refined, but oppressive, feeling of superiority. The fact that we are a powerful country has detrimental consequences on the personal level of individual international contacts. Each American unconsciously has a feeling of political importance. Sometimes it is worn as a protection; often it is the result of appropriate national pride. What the American often doesn't realize is that what he takes to be only a personal feeling of importance is really a reflection in him of the pride and power of the United States; he doesn't realize that a man from another country does not have this same dose of politically-internalized pride. Only an American who has traveled widely or who has lived abroad sees his larger self in its relationship to his culture and nation. The insensitive American thinks every man of "intelligence" should feel the same way he does. This American goes about trying to understand other people, but always from his own frame of reference which has been built up out of the feeling of America's centrality in the world. I like to think of this outlook as "National Geographic vision."

The man from another country is also prevented

from gaining real understanding of a visiting American, because he often views him, unconsciously perhaps, as a sort of representative or epitome of American culture, and endues him with all the political and cultural colorings he believes are pertinent. Sometimes, this biased outlook works to the advantage of the American, especially if there is within the other person a secret admiration of the power of the United States. It is true that the traveling man—American or otherwise—is always representing his native country by his behavior. It is impossible to separate the individual from his cultural background.

But, I believe, that serious-thinking men try to go beyond the national and cultural boundaries and frames of mind which separate men. Just as the word "inter-national" signifies, understanding on this level is an attempt to break down or break through the national parochialisms. International understanding begins, first of all, when there is contact between at least two culturally different individuals; and secondly, when there is a common goal between them, or something which they can both work on together, such as an educational or community-development goal encouraged through the Peace Corps. Two different nationals working together on a common goal learn how each goes about solving the problems at hand. In this working together, national and cultural differences of values are seen as they reveal themselves in a context. By the same token, similarities among men are also experienced.

This idea of sharing is of central importance to the Peace Corps goal of understanding. The host-country individual realizes his relevance and importance in the outcome of a project, and the American gains an insight into the complexities involved in international relations.

The real differences among men, I believe, are not biological, but cultural in origin. The superficial differences of cultures, such as eating customs, clothing, architectural design, religious practices, can often be understood and respected when they are seen as the projections of deeper values of the culture. What is very difficult to attain is not only the understanding but also the respect of other's values. We can easily make the mistake of assuming that if a particular culture were as economically advanced as we are, they too would come to adopt our values and discard their present values as outmoded. ("agrarian, medieval, colonial, nineteenth century"). I tend to believe that if each democratic country or republic were as economically advanced as we, there would still be diversity in democratic definitions and practices. Our real strength, I believe, lies in our potential to encompass many values within our own culture, and to respect the values of any other culture. This is part of the meaning of freedom.

Sixty-odd years ago we knew literally nothing about the Filipino, or his culture. We regarded him as a savage, and we, the chosen of God, were destined to civilize him, to bring him "freedom" and "democracy." This was not the cause of our political entanglement with the Philippines, but was the reactionary outcome of our beginnings in international involvements at the start of the twentieth century. The Philippines was our "guinea pig." Today, we Americans and the majority of Filipinos believe that the Philippines has benefitted from us, economically and politically, despite our initial ignorant blunders in international relations. Because of our educational undertakings throughout the islands, our development of trade, and our actions in World War II, the Filipino people on the whole have learned to love America. We like to think we deserve their gratitude. We are ever grateful of better and improved relations with them. But we must not overlook the Filipino who resents the American influence in the Philippines. His honest voice may often prove to be the link between better international understanding, and respect. Many well-educated Filipinos believe that America had crippled the Philippines at the very time it was capable of exercising its own independence. One need only read Leon Wolff's documentary narrative called *Little Brown Brother* to get a better concept of the early antagonisms between America and the Philippines, and to get an insight into the present feelings of hostility. Nick Joaquin, a Filipino poet and writer of international repute, gives the American the opportunity (or privilege) of understanding America's negative impact as it is felt by a modern Filipino, in his allegorical novel, *The Woman Who Had Two Navels.* On a symbolic level, America is revealed as the very rich, but very busy father who showers his daughter—the Philippines—with everything money can buy, but forgets to give her the paternal love she needs. Here is a beautifully-written "inside look" at imperialistic America. No wonder many Filipinos appear to be over-polite and even obsequious to American visitors. I think behind some of this over-politeness—this compulsion to go out of their way to please the visitor—lies a deep hostility to a felt feeling of inferiority to the American, or more correctly, to the white man. Granted, the four-hundred-year Spanish rule was largely responsibile to inculcating the idea of the supremacy of the white man. But we have not been free from this same prejudice. Especially dis-



THE CAST OF ALL NINE PLAYS THAT RAY PRODUCED TAKE A BOW.

turbing to the Filipino is the bombardment of newspaper and magazine articles which point up the Negro problem in America. During World War II, the Filipino soldier was denied all rank above a mess cook. Was this only militarily expedient? Not to the Filipino. And what about the present living situation of American businessmen and servicemen in Manila and Clark Field? Both economically and socially the American is, for the most part, insulated from real contacts or insights with Filipino culture, by his PX "America-transplanted" culture, his ability to spend four times the amount of an equivalent Filipino worker, and his "inescapable" belief of playing the role every Filipino expects a "rich" American to play. The American is often caught in the vicious cycle of having to play the "wealthy role," because very often the Manilian Filipino expects him to be "as good as his money."

I once happened to hear an American business executive in Manila say something like this: "I don't know what it is with these Filipino employees. Every Christmas, they look for a bonus. And when they get it, they don't even thank you for it. Not one word!" I have experienced similar predicaments, when I received no word of thanks from Filipinos who received gifts from me. I couldn't understand their attitude at first. On each occasion, it seemed as if they were expecting the gift, as if they thought they deserved it. This is a small, but significant, sampling of the kind of misunderstanding which occurs, because of a lack of understanding of the different behavioral patterns in each culture. Through observations and informal chats, I think I began to understand the difference in behavior, although it is difficult to explain fully without going into detail. Simply stated, their forgetting to thank someone is an attempt to avoid social embarrassment. The acceptance of a gift, especially from an American, seems to connote a feeling of indebtedness which is tinged with a feeling of humility; and in order to avoid any social embarrassment of a deep feeling of gratefulness, the Filipino will try to "play down" the real significance of the act. To the Filipino, "saving face" is very important. He often shies away from showing his true feelings, by pretending another attitude. Sometimes his feelings reveal themselves in laughter, which is always acceptable and usually preferred. Most Filipinos are very sensitive to the behavior and feelings of others. But they "prefer" not to have their emotions publicly read, nor to squander them in extraversion or frankness.

Other behavioral patterns also have to be understood in light of the traditional values of the society. One national characteristic of Filipinos which Americans always seem to dwell upon tediously is their so-called "laziness." To an average Filipino farmer or fisherman in a small village, life is relatively stable, although not static. Hardships have to be

(Continued on page 32)

Contrasts are Easy to Remember

By DR. EDWIN S. FULCOMER



DR. EDWIN S. FULCOMER
Former Head of the Department of English at M. S. C.

THE MORNING of August 31, 1962 was clear and cold. The first frost whitened the Vermont hills, and here and there were touches of scarlet. The lake was without a ripple, a Glimmerglass reflecting sky and hills. The air made one want to walk briskly, chop wood, or bundle up and sit in the sun. Three days later, just after noon, we drove on to the Dillard campus in a temperature of 95 degrees, humidity of equal height, and an atmosphere carrying a faint odor of decaying vegetation. Thus were we introduced to New Orleans, city of contrasts.

We moved into an air-cooled apartment in the Guest House; had luncheon in an air-conditioned restaurant; returned to be greeted by the President and Dean in an air-conditioned office. We stayed in the shade of live oaks and magnolias until we reached Howard House, then stripped to the bare essentials to unpack clothing. We stopped only to go to the Coke machine for the inevitable and to flop upon the freshly-made bed now cool with dehumidified air.

After the sun had plopped into the Lake—it was suddenly dark, and we had shopping to do. We and most of the City, for 5 P. M. to 9 P. M. are the preferred shopping hours at this season. And only next day did we learn that New Orleans was "The Place Without Twilight", which is the title of an excellent regional novel of New Orleans. We had already read *The Movie Goer* and discovered that we were sitting right in the center of the area which is the locale of that award-winning novel.

Now that night had settled down upon us, a leisurely walk seemed a good idea. We started—but were safely back indoors within five minutes. The mosquito infestation was at its height, and no one, but No One, went out at night if it could be avoided, and then only after the insect bomb had supplied sufficient grease to coat a Channel swimmer. Jersey mosquitoes may have bad reputations; Louisiana mosquitoes carry stilettos for stings and possess perseverance which ends only with death. The Contrast was already noticeable, and we hadn't yet settled down for our first night in the Gulf South.

One of the satisfactions of being an alumnus of Columbia University is that in collegiate circles one need never be lonely. When I called the Humanities Staff together for their first meeting I discovered that I had been a fellow member of a Teachers College chorus with the Head of the Department of Music more than thirty years ago; the Professor of Religion was completing a thesis for a Ph. D. degree at Union Theological Seminary under a Professor whose daughter had been a student at the Lincoln School; and there was Dr. Lou LaBrant, one of the great names of the English teaching profession, a friend and associate since the days of the Eight Year Experiment of Thirty Schools in Secondary Education, that Orphan of the Storm of the Thirties. The Head of the Department of Modern Languages was a political exile from Bolivia who is preparing for Cornell University a grammar of the language of the Bolivian Indians. His wife is secretary to the French Consul in New Orleans, and a more delightful, cosmopolitan couple would be hard to find. The Head of the Deparment of History had taken his Ph. D. degree under Prof. Dixon Ryan Fox at Co-

lumbia University, and since I had been a student of Dr. Fox, there were many persons and events to recall with him. So I felt surrounded by friends both personal and professional.

After ten days of at least three shower-baths a day, and at least two changes of clothes, some respite from the heat and humidity was imperative. There was the Mississippi Gulf Coast only sixty miles away. We found a pleasant motel at Biloxi after a drive under live oaks along a promenade of Anti-Bellum mansions including that of Mr. Jefferson Davis. This was a world far removed from the Garden State Parkway and the New Jersey beaches.

How did it feel to teach classes comprised entirely of negroes? For me, at first it was awkward, strange; for the students it was normal procedure since sixty percent of the Staff were white. Soon they were merely students, then personalities, persons, and a few became friends. Some were highly intelligent, well prepared, alert, and eager. Why shouldn't they be? Their parents and grandparents had been college graduates, frequently they were the third generation to attend Dillard. Always I found dependable young people to assume the class leadership one needs whether it be MSC or Dillard University.

Christmas in the Deep South! I had been prepared by literature—mostly that of the 19th Century—for the fire-crackers, the balmy Christmas weather, the Christmas Eve festivities, a gayety more spontaneous than we knew in the chilly North. Canal Street shops were beautifully decorated—with live Christmas trees; houses were illuminated with such enormous strings of lights one wondered whether the light rafters could sustain them. If one wanted snow, he could have it; ice machines came and turned the lawns temporarily white, or there was "permanent" snow which was purchased by the bag as we buy rock salt to get rid of the doubtful blessing of a Northern winter. Out by the Lake a giant Santa's Workshop prepared children for gifts which had been "laid away" in the stores before Thanksgiving, and weekly desposits for their redemption made their promise sure on Christmas Eve. And the Angel Choir sang the same recorded carols over a public-address system to which we are compelled to listen in the super-markets on Valley Road.

Then Christmas Night 1963 a wind blew out of the North chilling and killing the beautiful gardens in the Garden District with an eight inch deposit of the real "white stuff", ice closed the drive along Lake Boulevard, and hundreds of shovelers were required to shovel out the Stadium for the New Year's Bowl Game. And two travelers returning from the warm comfort of the Gulf Coast of Florida sat on the sea wall at Biloxi and made snow-balls in a sun so warm that it threatened to make this story a scurrilous Yankee lie—even with photographs to prove it.

If Winter comes, Spring is very close behind in the Place of Contrast. February not April is the month of promise there. The natives bring out their garden furniture to loll in the sun, admire the azaleas, daffodils, and the baby green leaves of the live oaks which are pushing off the old grey leaves of last year. Live oaks may be deciduous, but they choose to behave like evergreens. The magnolias just get sun-happy and dress up in green, smooth-as-wax leaves big enough to serve as a Mardi Gras costume.

For right after Christmas the Mardi Gras madness begins. Young women chosen as Queens forsake college for the Spring semester; doctors or lawyers chosen Rex or Momus or Neptune reduce their practice to a minimum and prepare for nights of rehearsal and revelry. Law or medicine will keep until Ash Wednesday, until next year, for the remainder of life; but only once can one be king or queen. History, myth, and allegory are curiously mixed in the Krew balls, which are costumed like the Court of Louis or a Ziegfeld Follies, lighted like the stage of the Music Hall, and rehearsed to superb precision. And as in the great pageants of the Middle Ages, the peasantry may sit in the galleries and watch nobility enjoy itself. And the peasantry are flattered so to do.

The night parade which closes the season is an unforgettable spectacle, however curious it may seem in the Space Age. One doesn't reason, why? He stands on a lacy iron balcony in the French Quarter only a step from the door, for he fears that this fragile ornament may collapse under the weight of humanity pressing toward the railing to catch a keep-sake tossed by Rex or a member of his Court, and he wants to be able to leap to safety should the iron work prove treacherous. It doesn't, and indoors the feast awaits the passing of the final float. And at midnight Mardi Gras is history. However unkempt much of the city may appear, by noon of Ash Wednesday, Canal Street will be spick and span and ready for the next influx of tourists. The celebrants of Mardi Gras, after Mass in the lovely St. Louis cathedral, will drive carefully North across the Causeway or East or West along the Highway which bisects the Town on its way from St. Augustine to Los Angeles.

(Continued on page 33)

Recent Trends In

By B. ERNEST SHORE
Formerly a Professor of Languages at Montclair

Teachers in the United States cannot help but be well aware of the many new factors that are affecting public education in this country. Since World War II a great deal has been lived through and worked out in regard to the rapid growth of pupil enrollment, building programs, federal and/or state aid, equal opportunity, teacher shortages, and the struggle of the humanities versus science and technology. Statistics indicate a continuation of an augmented population increase, and spectacular foreign achievements in science are continually giving a turn to education here that will last far into the foreseeable future. Some problems that have resulted are still only partially solved and more will be arising, but what has been accomplished for American education in the past twenty years is greater than in almost the whole preceding century.

European countries are experiencing the same population explosion that is occurring in the United States and they are also to varying extents preoccupied with new emphases in educational programs. Some of the less fortunate countries have additional complications in a post-war loss of colonies that used to siphon off great numbers of people and which thus helped to relieve pressure on a strained economy. Many nationals returned from such areas, adding further burdens to public services that had been often almost totally destroyed by on-the-spot warfare. So far as schools are concerned, buildings had been shattered, academic courses had been interrupted or never begun, teacher training had stopped, illiteracy had increased, and regional friction had been exacerbated. No country exemplifies all this more than Italy.

New Jersey has a special relationship with Italy. Over half a million of the present inhabitants of this state were actually born in that country and an unrecorded but certainly vastly greater number are of Italian descent. Thirty-nine public schools and seven private schools are teaching the Italian language here this year. It is a more accurate reflection of general sentiment than courses that are always listed in college catalogs because of the Roman Empire, the Renaissance, and the triumphs of Italian art, literature, and music. Whether it is prompted by the warmth of emotion or the coldness of intellect, widespread empathy exists in New Jersey for whatever Italy is now doing. Teachers particularly are interested in the tremendous Ten Year Plan which that country announced in 1958 as a project for the complete overhaul of national education.

To allow time for analysis, criticism, and discus-

A PREFABRICATED HIGH SCHOOL IN THE MODERN STYLE IN MILAN. 24 CLASSROOMS; 8 OTHER ROOMS.



Italian Education

sion, the implementation of the Plan was postponed for over three years so that now, embodying some features of previous educational procedures not inconsistent with the new aims, the Plan is concluding its third year of practical operation. Theory has taken on concreteness, ideas are related to real life, the present educational trend in Italy is becoming increasingly clear. What are some of its basic characteristics?

The primary aim of education anywhere is to prevent illiteracy and to eradicate it wherever it may already exist. Statistics, or rather the veracity of those who resort to their use, has long been open to doubt, but in such a comprehensive survey as a nation comparative figures show at least a tendency (and where would insurance companies be without such guides?). Americans aware of the heights of Italian culture are always surprised to learn that barely a century ago 78% of the people of Italy could not read or write. By 1924 illiteracy had dropped to 24%, and today it is 4% or two million people in a population of slightly more than fifty million. The problem at the present time is not only to teach all children who reach six years of age (the time at which compulsory education in Italy begins), but to train those who had no, or very little, schooling because of the war. On top of this is the backlog of adult illiteracy that has always existed in the economically depressed, undeveloped, and remote regions of south Italy and the coastal islands. In such areas it is still over ten times more frequent than in the industrially advanced and fertile northern section.

The institution of "Popular Schools" is the means by which this rather irregular category of education is attended to. It is one of the aspects of earlier procedures that has been found very effective and to which the annual budget now allots over four million dollars. These schools are set up in factories, barracks, prisons, hospital, or in any buildings that can lend themselves to meeting places, and in areas where the need is greatest. Teaching emphasis naturally falls on an acquisition of a knowledge of reading and writing, but general education and refresher courses are available to those beyond the elementary state. No fees are charged, and some of the schools operate in the evening to accommodate those employed during the day. In 1961 over half a million people enrolled in the basic course and over 300,000 in the other courses. A series of television lectures every evening, appropriately entitled "It's Never Too Late", brings the opportunity of literacy

MATHEMATICS LESSON BY A STUDENT TEACHER IN A PROFESSIONAL SCHOOL, FERRARA.



to adults whose stubborn pride prevents them from attending such new-fangled and childish things as schools. An estimated 58,000 people follow the program, the effects of which are as incalcuable as those of our own education television. The Popular Schools and their attendant services have brought literacy to nearly a hundred thousand illiterates and have enabled over 60,000 semi-literates to finish the equivalent of primary school.

The Primary School is the more normal method to achieve literacy and the beginnings of an education. The War affected primary education more than any other phase, no doubt because the buildings were the most numerous, the pupils most open to displacement, and the teachers most likely to be taken into military service. In the reconstruction years more buildings and teachers had to be provided, but the nature of the instruction itself remained substantially the same. There is not much that spearates the content of elementary education from country to country. Children in their earliest stages can learn only the basic elements of human culture, flavored as these may be by the language and tradition of the area in which they occur. The distinctive part of Italian education comes when children finish primary school, usually at the age of eleven, and still have three more years of obligatory education to fulfill. A choice is open to them—to go to an early secondary school that stresses a classical education, or to some vocational training school that stresses technical subjects. Both programs include such topics as Italian, history, geography, mathematics, natural sciences, foreign languages, physical training, and religion, but the vocationally-oriented school reduces the time spent on them in order to allow for lessons on agriculture, industry, and commerce. School lasts from the first of October to the end of June and consists of four hours of lessons per day, six days a week. Extra time may optionally be spent on supplementary work. Homework averages about two hours a day, and corporal punishment is forbidden. When this early secondary school is finished the pupil has usually reached the age of fourteen and is no longer obliged to attend a school. It has been observed that pupils who select the classical education-emphasis tend to continue their schooling, but those who choose the vocational-emphasis tend to drop out. The present trend in official thinking is to amalgamate both programs so that the child will not be called upon to make a decision regarding the type of education he will pursue until the end of the early secondary school. The extra three years will also allow his natural abilities to manifest themselves more clearly to his advisers. The former examination that qualified a pupil at the end of primary school to enter the early secondary school has now been abolished, but a rigorous test must be passed to proceed from early secondary school to one of the four main kinds of advanced secondary schools he may elect.

Five-year programs are offered by classical lycées (the traditional preparatory schools for liberal arts courses in universities), the science lycées, and the technical institutes. A four-year program is offered by institutions that prepare future primary school teachers. Obviously the graduates of these advanced secondary schools will be eighteen or nineteen years of age and will have covered, indeed, a program of study that compares favorably with that up to the first or second year of an American junior college. The present trend is to encourage by all possible means the entrance of students into the science and technical schools and to restrict the enrollment of the classical lycées, in the belief that the needs of Italy in a technological era and of her participation in the European Common Market will best be served by more practical knowledge. The result so far has been that the increase in enrollment in technical and science schools is ten times greater than that of the classical lycée.

The training and supply of school teachers since the War have some unusal features. In the early post-war years there were actually 80,000 primary school teachers unemployed, because their schools had been destroyed and their classes dispersed. Once a rebuilding program got under way the situation was reversed. Classes reassembled, to be greatly augmented in a few years by the population increase. The shortage of primary school teachers became so acute that extraordinary emergency measures had to be taken to offset it. Ideally, the type of primary school teacher desired was the graduate of the particular advanced secondary school for the purpose. But the output of these schools fell far short of the demand, so that temporary, part-time, basically inadequately qualified help had to be employed. The passage of time, plus improved working conditions, raised salaries and guaranteed biennial increases brought so many candidates, particularly girls, into the training schools that now roughly 25,000 primary teaching licenses are granted every year, and the market is flooded.

But the market is not flooded in regard to secondary school teachers. Indeed, many of the more suitable primary school teachers are taken on as instructors in the early secondary school, which is being hard hit by the population wave. The accent on technical and science schools means that this year,

for example, 254 times as much money is being spent on them as before the War, and the student enrollment is almost half a million. Teacher-production for them has not been able to keep pace, in fact at the moment there is a deficiency of 12,000 such teachers. Since universities are graduating only 6,000 advanced secondary school teachers a year, the shortage has every prospect of increasing. The present trend is to remedy the situation, at least partially, by two methods: to allow graduates of technical schools to proceed to certain courses at universities with the object of becoming teachers in their subject, and to allow graduates of the primary school teacher training institutions to enter education faculties at universities, with the same aim. Heretofore only graduates of the classical and science lycées had the privilege of university education. Special six months courses, with scholarships for financial support, have also been established to train teachers for technical subjects.

Certainly technological enrollment is at its high point in the advanced secondary school, but the prevailing attitude to types of courses is also reflected by sharply increased enrollments in the science and engineering faculties of the universities. University buildings were relatively undamaged by the War and professorial staffs have doubled since that time, the problem is hence not primarily the lack of facilities for students so much as a more equitable distribution of the students among the 29 universities of the country. It happens that the universities of Rome, Naples, and Milan (in that order) are attended by 45% of the 300,000 students, and that thirteen universities contain over 86% of the total number. As with other phases of education, the south and the islands are poorest in universities. Three of the nine that are south of Naples have less than a thousand students and all three have less than 35 professors. The latest development is the establishment of the University of Calabria (the southernmost province of the mainland) with various faculties distributed through several towns in an attempt to make higher education more obvious and more accessible. In general, the ratio of student to teachers in these depressed areas is more than twice that of the north, partly because of the lack of facilities and partly because even the local youth, when trained as teachers, often find more attractive places in which to work than their home region. The population drift continues to be away from the south to the industries of the north (which, incidentally, sponsor technical education courses of their own, including English lessons for research purposes) or into immigration abroad.

What is the present attitude toward foreigners who want to study for a degree at an Italian University? Nothing could be better. The trend is to make foreigners very welcome at Italian institutions, which are among the oldest and most distinguished of Europe. University fees are only a hundred dollars, the academic year (which must be taken in its entirety for credit) begins in early November and ends in early June, all faculties except Medicine are open on regular terms, and admittance to universities is normally granted to those who have finished two years of college elsewhere. Non-degree courses in all aspects of Italian culture are held for foreigners at a special university in Perugia, and at the University of Florence, as well as purely summer courses in eight other universities. Art academies and music conservatories charge foreigners no fees. The cost of living is comparatively low in Italy and students often get discounts at cultural events. The whole country is like a gigantic museum and art gallery, inhabited by an effervescent and delightful people who burst into song on the slightest occasion. The 2,500 foreign students now in Italian universities absorb a great deal of additional culture merely from their day-to-day environment.

The population increase and the change of educational emphasis have naturally meant much new building construction, let alone that required as a result of war damage. Popular Schools, which are hoped to be of comparatively short duration, may use make-shift accommodations, but primary and secondary schools must have permanent quarters. They need also the special facilities for teaching science and technology. The present objective is to build primary schools wherever they are necessary (60,000 classrooms are still lacking) and secondary schools in all communities over 3,000. This means that the depressed South is getting the major attention, though building activity is perpetually going on all over the country. Interestingly enough, in a country famous for its classic and renaissance architecture the tendency in design today is toward buildings in the functional, international, modern style. Pre-fabricated materials for schools of many patterns speed up the construction and avoid monotony of appearance. Universities too require highly expensive science equipment, which often means the construction of specially shaped buildings. The State has set aside the equivalent of over 50 million dollars to aid in the expansion of the non-humanities, and has taken over as paid state employees the lower echelons of technical and maintenance help who were formerly engaged by universities on a private basis. This relieves university budgets of the

salaries of 7,000 people. Research (presumably science and technology) is to receive almost three billion dollars in aid over the next ten years. The figures are astronomical, but in its way, Italy also is aiming at the stars.

Like the United States, Italy has gone through vast educational changes in the past twenty years. Recovering from the War, taking care of the school population increase, altering educational programs to stress practical subjects, renewing the attack on illiteracy, improving the depressed South, constructing new academic buildings, and giving colossal state aid to education are all circumstances common to both countries. Not only New Jerseyites, but Americans in general have many good reasons for empathy with what is now being so courageously accomplished in Italy.

THE PEACE CORPS

(Continued from page 25)

endured; they are "inevitable." There are many cares in life, but living is too short to waste on worrying. God will provide. Life is to be enjoyed. Work is necessary to provide the essentials, but it is not an end in itself. Relaxation, contemplation, and contentment are to be enjoyed. Family and friends are the sources of happiness. Cooperation, a feeling of group harmony, and respect for others are highly valued as means of attaining inner peace, social order, and happiness.

This kind of social outlook, deeply embedded in centuries of tradition, effects a behavioral pattern which is characterized by a slower or easier pace of living. To an impressionist, or to an energetic American, the Filipino is marked by laziness which he believes is caused by the warm climate. This is, at best, a superficial impression. Time—psychological time—is not important, to a very poor Filipino, as a measure of getting things done, as much as it is a measure of enjoying things that are going on. He can find pleasure in work and in relaxation. And often, time is valued if it continues or prolongs a pleasure that is being experienced in the present.

Much of this outlook is carried over into the cities, where it comes into conflict with the transplanted American business values, such as efficiency, initiative, individual achievement.

There is within our own culture a similar basic conflict of values and goals in life. David Reisman, in his *The Lonely Crowd*, sees the conflict between the "inner-directed" and the "outer-directed" man. There are many Americans who do not really believe in progress and personal achievement. There are many who value cooperativeness over competitiveness, inner peace over self-achievement, and perhaps kindness and social grace over cleverness and individuality. As in our own culture, there is room enough for both outlooks. Even their inter-relationship can add a dynamic value to our society. What the Philippines does with its "Western" values will ultimately affect its own economic development, since industrialization will require highly-trained, efficient individuals. But no matter how much we are politically or culturally "interested" in the Philippines, we have to believe in and respect their own choices.

As I look back over the two-year experience in the Philippines, I can immediately see that I have gained a great deal. My actual accomplishments were very small, indeed. But I do seem to have a great feeling of satisfaction, that, in spite of all my mistakes of short-sightedness in dealing with other people of different backgrounds, I have gained a rich experience in human relations. I also feel confident that I will be a better teacher as a result of this educationally-broadening project.

WILL S. MONROE

(Continued from page 25)

[1] See F. Cordasco, "The 50th Anniversary of Monroe's *Cyclopedia of Education*," *School & Society*, Vol. 91 (March 1963), pp. 123-24. Will S. Monroe was not related to Paul Monroe, editor of the cyclopedia.

[2] The Will S. Monroe Collection of Henry Barnard Manuscripts is deposited at the Washington Square Library of New York University.

[3] Representative texts included: *Our Country and Its People: an introductory geographic reader for the 4th school year.* New York, Harper, 1911; *Europe and Its People: a geographic reader for the 5th school year.* New York, Harper, 1912.

CHINESE NEIGHBORS

(Continued from page 14)

needs or reassure them that they would always be their friends and help them whenever possible.

Most Chinese have *happy dispositionss* even in distress or need, they try to show a cheerful countenance. Whether in Chinese rural areas or in overpopulated cities such as Hong Kong, if a stranger shows himself friendly, he is sure to receive a smile or word of greeting in return.

Chinese also have a delightful *sense of humor,* which often comes to the fore in business dealings or ordinary conversation. In their polite way of getting to the "business in hand," they do not rush into it immediately, but sit and drink tea, talking of many other subjects. Gradually they lead up to the the important business or problem to be discussed. Their keen sense of humor is often used to good advantage during these leisurely conversations, or in a business deal.

The *religion* of China is a combination of Buddhism, Taoism, and the Confucian Code of Ethics. The good qualities of these three religions moulded the character of the Chinese people in the past and have been carried over into modern life. Their ambition, industry, perseverance, patience, independence, and pride in caring for their own families, as well as concern for others in need, are evidences of the depth and fineness of their ancient culture and religion.

The Christian Chinese of today are strong in their faith and sincerely concerned for the material and spiritual welfare of non-Christians. When a group of forty escapees arrived in Hong Kong one winter and were housed temporarily in Bamboo Garden Christian Community Centre, the Chinese Christians living near the Centre, even though poor and lacking many necessities themselves, shared their blankets, clothing, and food with these cold and hungry refugees. This is only one example of the many little-known acts of Christian charity done by Chinese Christians whenever and wherever there is need.

As is well known, individuals of all nations are human beings with fine traits and not-so-fine traits. The Chinese have their failings as well as those in other lands. Today we live in one world which is fast becoming a smaller world; so it is important that nations of the West learn to know more about people of the East. My hope is that the few impressions written here may be useful in helping others to understand something of the customs and culture of Southeast Asian nations and especially our Chinese neighbors.

CONTRASTS TO REMEMBER

(Continued from page 27)

French and Spanish New Orleans may be, but it has always venerated and celebrated Shakespeare. With at least seven colleges and universities within the City, one knew that the 400th Anniversary of his birth would not pass without proper recognition. Dillard chose to produce *The Taming of the Shrew* as its tribute; L.S.U. in New Orleans also chose this rollicking comedy. L.S.U. decided on Arena staging; Dillard used an adaptation of the Globe stage with a big apron jutting into the orchestra and ornamented columns to mark the square.

The director, a M.F.A. from Yale University asked me to play Baptista. No Baptista ever had lovelier daughters: one, a Creole from the City with talent to enhance her beauty became a superb, credible Katharine; the younger daughter, from Houston, Texas, had a slender, graceful figure, a lovely face, and a sympathetic, appealing voice, just what the role required. The contrast was striking and right—for in the transformation scene at the banquet each brought off her reversal of character in comic fashion. Matinee performances were given daily for the Negro high schools of the City and its suburbs, and their response was frequently riotous. Appreciation of this public service was generously acknowledged by the administration of both public schools and the University.

Just off the campus is a city nursery where grow the trees and shrubs used for replacement of the palms and less hardy varieties of trees and shrubs which cannot survive the short-lived but bitter freezes which occasionally blow over from the Texas Panhandle. A duck pond separates the nursery from the street, a noisome place infested with rats which feed on the eggs and ducklings. It had never been a favorite spot. Yet as we passed the pond for the last time on a lovely May day on our way home to stay, the parting song that came to mind was not *Going Home* but

"Four ducks on a pond,
A grass bank beyond,
The blue sky of Spring,
White clouds on the wing.
What a little, wee thing
To remember for years,
To remember for years"



THE ALUMNI FORUM

MONTCLAIR STATE COLLEGE / SPRING 1966



THE ALUMNI FORUM
MONTCLAIR STATE COLLEGE / SPRING 1966

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THE COVER OF THIS ISSUE.—This is from a 35-mm photograph taken by Professor Conrad in the summer of 1965 in South America, and is a Sunday morning scene at the Pisac Indian Fair in southern Peru.

EDITORIAL

All of us who take part in producing this magazine have agreed that this fifth year of its publication would be a suitable time for the many readers to meet the Editor. And so, without asking his permission, we are taking this means of introducing him.



Here is Marvin Shlofmitz '49, who has been Editor of this magazine from the time of its founding in the spring of 1962. There have been five years of growth with exceptionally high standards, until the magazine has won a respect that is accorded only to the best among alumni publications. Of course Marvin doesn't do the job alone and unaided. The original planning and policy-making that defined the scope of the magazine was shared with him by Morris G. McGee, '49, who continues an active and helpful interest. And your Association has given unflagging support by providing a budget; by providing an Associate Editor in the very competent person of Mrs. Helen Rendall; and, since 1963, by lending to the magazine an Editorial Consultant of wide publishing experience.

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(World Wide Photos

T DAY AT SELMA, ALABAMA . . . THE START OF THE MARCH

At King's Right is Methodist Bishop John Wesley Lord. In front of King is Rev. Andrew Young. Marching with King, from Left: James Farmer, Bishop Lord, Martin Luther King, Jr., and James Forman. Behind King is the Rev. Ralph Abernathy.

CIVIL RIGHTS AND THE AMERICAN NEGRO

By JOHN WESLEY LORD, '22

Bishop of Methodist Church
The Washington Area

It all began in the heat. For the writer of this paper, and his involvement in racial struggles and conflicts, it all began in the heat of Cambridge and Princess Anne, of Selma and Syracuse. This was the heat of resentment and frustration in the heart of the American Negro due to the indifference of his fellow citizens to the suffering and violence that he was forced to endure in his efforts to redress grievance. The right that was guaranteed him in the Bill of Rights was denied him in the streets. He found it hard to understand the lack of concern in the hearts of his fellow men. Not suffering, but indifference to suffering on the part of the non-suffering, provides the explosive factor in history. It was this indifference, I believe, that touched off the fuse leading to violence and explosion.

A society that denies all but the most menial of jobs to its minority race members is wasting its most precious resources—its people. A society that has denied educational and employment opportunities to an entire segment of its population, should not be surprised if that segment shows up heavily in its

jails and on its welfare rolls. Such a society should strive for fair employment practices in every section of the entire economy, with special efforts and investments in job retraining, apprentice training, and special educational aid.

Despite the fact that on June 19, 1964, the Senate passed the Civil Rights Act that aimed to assure all citizens, regardless of race, color, religion, or national origin, their equal rights in voting, public accommodations, public facilities, school desegregation, employment, federal financial assistance, and certain court procedures, we all know that America faces a dilemma in her treatment of the Negro citizen. On one hand, we hold high before the world the American ideal of freedom and democracy: concern for the individual as a person. At the same time, we support local laws and traditions that deny and delay the fulfillment of the ideal. This is the American dilemma.

World famous scientist and nobel Prize winner, Arthur Compton, says that if man is to live successfully in the new world that science is shaping, he will need to love his neighbor with the kind of love that inspires one to help his neighbor live. Here is the new and needed dimension, quite beyond the law. We must love our neighbor with the kind of love that inspires us to help our neighbor live.

Legislation is necessary and, such as we have had, is good; but the problem is not at heart a legal problem or a political problem, but a moral and spiritual problem. The primary purpose of legislation is not to make bad people good, though it often helps. The primary purpose of legislation is to make innocent people safe. I once heard Martin Luther King say, that while the law could not make people good, it could keep them from being lynched. We need law to make innocent people safe; we need love to fulfill the intention of the law.

A young Negro veteran in Jackson Parish, Louisiana, was rejected on his first attempt to register to vote because the registrar found an error on his application card. He himself was unable to find it after checking and rechecking, and when he got up to leave, he inquired, "Ma'am, would you do one thing for me?"

"What is that?"

"Will you tell me the mistake I made?"

"Oh, sure. You underlined 'Mr.' when you should have circled it."

How often immaterial errors have been used to disqualify Negro voters.

At long last, the religious community has become deeply involved in the problem of civil rights and is now willing to act without counting the cost. This is for good reason. The political concepts of freedom and human dignity grow out of our Judeo-Christian tradition and teaching. Once we admit this, the church and the religious forces of any community have a prime role to play. Our first great victory came in Cambridge, when over the radio the combined faith groups of the community dared to say that the problem at heart was both moral and spiritual.

By Biblical and theological precept, by the law of the church and now by the law of the land, the matter is clear. Indeed, in the so-called Bible belt, we have a Selma and a Birmingham and a Crawfordville. Why? Why, in my boyhood, were members of my family denied a room in the Northfield Inn and required to stay in the cottage at the gate because we had a lovely Negro teacher in our party? This pattern was repeated summer after summer. This was long before the day of demonstration and concerted action on the part of the Negro. We will not find the solution to the problem unless and until we can understand the root from which the evil stems. And I think that root is nurtured in fear, fear that if the Negro ever achieves the rights to which he is entitled, he will at the same time achieve the political and economic power that will enable him to move into the main stream of American life. Thus he becomes a threat to the power structure of the community.

In the book "Crisis in Black and White" by C. E. Silberman, the author contends that if all the discriminatory practices were to stop tomorrow, the Negro's position in American society would be fundamentally unchanged. He believes that 250 years of slavery followed by 150 years of brutal humiliation at the hands of white America have left too many Negroes unable or unwilling to compete in a white man's world. The problem, therefore, for white and black Americans alike, is to find ways to restore to the Negro the dignity, the initiative, and the ambition of which his countrymen, Northerners as well as Southerners, have traditionally deprived him. To do this, Mr. Silberman argues, requires more than a Civil Rights Bill, and more, too, than better education or better housing or better jobs. For better schools, jobs, houses—in short, better lives in our society—belong only to those who have the political and economic power to get and keep them. Unless Negroes achieve this power Mr. Silberman believes, they will be unable to move into the main stream



BISHOP LORD

of American life. And there are too many Americans who are determined that the Negro shall not be given a place in the power structure of the community. He will be employed, but not in places where policy decisions are made and enforced.

Or let us see this truth from the standpoint of the sociologist. He claims that prejudice roots in the possibility of vertical mobility. This vertical mobility is one of the striking aspects of society in the United States. We make our boast in the equal rights and equal opportunities for all men regardless of the accident of birth. The poorest and least privileged often go to the top in our society and are encouraged to do so. This is the Horatio Alger myth. True for some, but not for all; but it is true, nonetheless, for the great majority in this country. By effort and good opportunities, families low in the social scale may rise and displace the previous aristocracy. This is part of the American dream.

While society will always need its elite, it will not be the same elite, in this country. It is apt to be in Britain, Here, there is a circulation of the elite. For those going up the scale, it is good, but for those going down, it is a cause for dismay and consternation. When one has reached a secure and satisfactory position in the social order, one becomes a champion for the rights of others. For the great majority, however, who are not secure, but are circulating up or down the scale, this very mobility that we say is the hallmark of our democracy, becomes a deep and virile reason for prejudice and conflict. We do not like to be displaced by another, and this is as true on a college campus, or in an ecclesiastical organization, as it is in industry and politics.

In a study of prejudice, it was found that it is not a person's present status in society that is important. It is rather the shifting of his status upward or downward that regulates his prejudice. If he is on the way up, his prejudice is lessened. If he is being displaced by another, his prejudice increases. In Africa, there was a slogan which said, "The lowest Afrikaaner must be one step higher than the highest African." I was asked the question regarding the appointment of a Negro District Superintendent, "Will he be the number one man in the church?" This was the objection, not his color. This fact may help you to understand the prejudice you find about you. Apply this test.

It is not strange that the dynamic mobility in this country, which in the past has been our glory, and which now for the first time appears to be operative for minority groups, should produce intense prejudice and conflict among all our people, white and Negro alike. The fear of Negroes rising to places of importance in government, in industry, coupled with the knowledge that at long last they can rise, is certainly a major cause of prejudice and preferential thinking in the United States.

Underlying the American faith in freedom is the belief that man can still make choices along the road of history and that not all of life is a matter of economic or biological determinism. So long as men are left free to struggle, the future is secure. The First Amendment assumes that there will be struggle but that men are capable of following the weight of argument to rational conclusions. "Congress shall make no law . . . abridging the freedom of speech, or of the press, or the right of people to peaceably assemble, and to petition the government for a redress of grievances."

There will always be minority groups seeking change and redress of grievance. Indeed, I believe that the more civilized we become, the more minorities we are likely to have. The First Amendment recognizes the function of the catalysts in our society— those who bring about the changes. At the same time, it protects us against those who would

impose their orthodoxies by methods of dictatorship. It is obvious that tolerance is not tolerance unless it tolerates disagreement, and free speech is meaningless unless it applies to unpopular minorities and guarantees their right to be heard.

To deny the Negro his civil rights, is to place the rights of all Americans in jeopardy. We must be more concerned with the presence of justice than with the absence of tension. To violate the dignity of a single individual is to do violence to God himself. The struggle involves not alone the rights of minority groups but of all citizens in the Republic. This is the black man's struggle and the white man's struggle equally. We have the form of government in which change can and does take place in orderly fashion and by law. We must see to it that the laws on our statute books conform in essence with the finest and highest religious principles that our common faiths enshrine.

What is the outlook for the future of the struggle? My brother, a medical doctor, speaks of compensatory diseases. One disease holds another disease in check. When you wipe out one, another breaks out to take its place. When we solve our present problem of human relations, we can expect a whole new set of problems that we will call problems of unity. It is sometimes more difficult to live together than apart, and the most serious conflicts we know anything about often arise within one's own family and among one's own relatives. However, I like to recall the words of Liston Pope, who wrote:

> "There is no support from history or from scrutiny of human nature that all social problems will ultimately be solved, in the sense that a society without problems will emerge. But there are adequate grounds for the belief that particular social problems can be solved once and for all. Society is a fluid, ever-changing realm; new problems generally resemble former ones, but they are never quite the same. To lose heart about an immediate problem is defeatist; to suppose that it will have no successor is fatuous."

We will pass from dilemma to decision. Time and God are on our side. Men know better than they do, and men can change. There is a moral uneasiness in the heart of the person who knows that he is violating the American Creed requiring fairness and justice to all. Someone has said that it is easier to smash an atom than a prejudice, and yet it is being demonstrated every day that mature men are able to handle resentments and all manner of hostilities in the form of racial bogies and traditional scapegoats, and see them for what they are, and their fellow human beings for what they are. These are the truly elite in human society who become the great interpreters of mankind.

BROTHERS

They walked, the white man and the black,
In union deep and subtle
That to the questions at their back
Was strong enough rebuttal.

They walked, while small men stood aghast
And shook their heads in sorrow—
Not knowing that before them passed
The promise of tomorrow.

Eugene T. Maleska, '37

MEMORIES OF ETHEL F. LITTLEFIELD

". . . And gladly would she learn and gladly teach."

By MATHILDA SAVAGE KNECHT, '35
Assistant Professor of Languages

One of the best parties ever held at Montclair State College was the one given to Ethel Littlefield when she retired in the spring of 1948. Warmed by the affection of students and faculty, Miss Littlefield danced and laughed and let herself be kissed and talked of it for months afterward.

This was twenty-one years after Ethel Littlefield's arrival on the Montclair campus. In 1927, when the change from Normal School to College took place, President Harry Sprague persuaded her to come down from Middlebury College where she was the director of the prestigious French Château, to head the new Foreign Language department. She had had twenty-four years of teaching and had proved her devotion to her chosen profession and her love of study.

She was slight and pretty in 1927 and quick to smile her disarmingly girlish smile when spoken to. She had energy and enthusiasm that spilled over to all her classes. How many thousands of us, in Foundations of Language, were moved and excited to learn of the vigorous march of the Indo-Europeans across Europe, and sat amazed to hear how Indo-European "p" regularly turns to "f" in the Germanic languages! Her Latin students still love their Horace because of her and gratefully acknowledge the feeling for poetry she awakened in them. Who of us can read or hear "the many-sounding sea" without seeing again Ethel Littlefield?

She knew at this time only four languages. Her Greek and Latin were polished; her French excellent. Her English, as we remember, was a delight, adapting to all situations gracefully and elegantly, following her moods from archness to wit to commonsensical observations, and always spiced, in whatever mood, by a Gallicism or a Classicism. Usually elaborated, too, by a gratuitous bit of philology. "My guardian angel is a philologist," she would say.

The new language department offered only French and Latin in 1927. Students were few, but the air was charged with expectancy. There were great plans taking shape.

President Sprague moved quickly to expand the foreign language curricula. In 1928, Margaret Holz came to teach German. In 1929, Walter Freeman, Germaine Poreau Cressey, and Teresa De Escoriaza joined the Department to increase the offerings in French and Latin and to introduce Spanish. Majors in four foreign languages then became available.

In an attempt to enrich the Department's program still further, Dr. Sprague discussed with Miss Littlefield the possibility of her doing research on the values of foreign language study. Both felt that there is more to be had from an acquaintance with foreign languages than skill in speaking and reading; that the study of language—not just of languages—should be part of the course of all educated people.

Miss Littlefield became fascinated as she pursued her research problem, encouraged by the professors with whom she was doing graduate work at Columbia University. And there took shape, little by little, the plan for a new course in General Education, that has been, since its institution in 1929, an unusual and valuable part of the College curriculum: Foundations of Language.

The course, at that time, was a thoroughly unusual one, in that it focused on language—its growth and development, its function in the social group, its value to the individual—in a period when the science of linguistics was still considered esoteric and philology was thought to be little but roots and stems, with nary a fruit or flower. This creation of Ethel Littlefield's has been widely praised and still receives encomiums from visiting committees, who are invariably surprised and delighted to find that the discipline of linguistics is represented in the list of General Education courses required of all students.

After the excitement of planning the new program at Montclair State came years of continued study, during which Ethel Littlefield became proficient in Sanskrit and in many modern languages. She was able to say in her last years that she had a working knowledge of eighteen of the world's languages. Russian was the eighteenth. She studied it at Montclair after she had reached the age of eighty, coming to the campus faithfully for two years.

There was literally no end to her efforts. Year after year, she journeyed to Columbia for evening classes, making her way home to the dark and lonely station at Little Falls late at night. She amassed one hundred and twenty graduate credits beyond her Master's degree.

During all of this time,—indeed, during almost all of her entire lifetime,—she cared for an invalid father and a handicapped sister, welcoming her responsibilities and never complaining.

The years were rich and full. Her teaching and graduate work brought her great satisfaction and there were good times after school. She skated in the winter and wished that New Jersey had snowshoeing weather! She went to student dances, and danced tirelessly until the party was over. For years, on the Friday after Thanksgiving, she hiked the fifteen miles around the Wanaque Reservoir with the good friends she made in her classes. Jokes and puns and any current nonsense delighted her. Some of the Latin majors can't ever forget "Shady Doings in Hades", a "musical", complete with toga, sandal, and laurel wreath. Ethel rehearsed with the chorus line, stepping gracefully across the stage of College High Auditorium, adding to the fun.

She dreaded to retire, but resigned herself with good grace "to the Powers that be" and went off to teach for two years at Fairleigh Dickinson. But Montclair College remained home to her. She felt best and was happiest when on its campus, in its rooms, and she grieved each September when the rest of us went back to school. She insisted, until she was eighty, that she was quite able to teach and indeed she never stopped altogether. Youngsters in Great Notch worked with her in Latin, French, and Spanish, as did candidates for Ph.D's. To the end, the skills she had acquired as a teacher were well used.

There is no part of her story that one can tell without being impressed by the difficulties she encountered. But since these were largely physical difficulties that did not impinge on her intellectual life she seemed almost not to notice.



ETHEL F. LITTLEFIELD
Attends her Sixtieth Alumni Reunion
at Tufts College in 1963

She lived at Tufts College in an unheated room, bringing from home each Monday morning enough food to last through Thursday and going hungry on Friday until she was able to get back to South Braintree.

(Continued on Page Thirty-four)



The Village of College Heights, on the Montclair Campus, circa 1948

A Chapter of Montclair's History

THE COLLEGE HEIGHTS STORY

By MORRIS G. McGEE, '49

The problem is where to start. There are a good many alumni of Montclair who never heard of it. On the other hand, there are a good many who were intimately involved with every aspect of it: who started their college careers there; who started their married life there; who launched their children into school and themselves into the educational world—from there. . . . So let us commence with the bird's-eye view.

Once upon a time—from 1947 until 1954—there was an actual village, a whole village, located on the Montclair campus. At its largest, the population numbered 180 souls; but with people moving out, and people moving in, there were many, many more souls than that whose legal residence was the Montclair campus. Forty-one married couples, with their children, plus 70 or more unattached men, made up the count for the census-taker. They called their community "College Heights," though it never had a corporate name. It was located on the "upper campus," on land where you can now find Life Hall, the Music Building, Mallory Hall and Finley Hall, and Webster Hall and Stone Hall. The buildings were all war surplus, or, as the fellows said, "*reejects.*" Dwelling units for the married couples housed two families each, and nobody ever bothered to name them after the fashion of French villas. The housing for the bachelor boys consisted of three dormitories that seemed so little like home that the boys gave them appropriate names: The large one was Robert Hall, because of course it wasn't fancy, and everything was just "plain pipe racks." So the next larger one became Alka Hall, though no one could possibly guess why. And the last one, of course, was named Dat's Hall. Residents had to qualify as war veterans in order to merit the privilege of calling one of these places home.

The town of College Heights was located in Clifton or Little Falls or Upper Montclair, depending on your own taste; and those worthy communities divided up among themselves the garbage collec-

tion, the police protection, and the fire-fighting when needed. But the community itself had to keep the road clear of snow in the winter. Fall and spring were another matter—especially spring. The land was a combined mud puddle and dust bowl. One resident, telling how deep the mud was, pronounced it "incredible," and then added, "in fact, I don't believe it myself." But it is a fact that the standard greeting to visitors was, "Take off your shoes and come in."

The housing units were arranged as a quadrangle, and much too close together; and the partitions between families in the same unit were so thin that it was as easy to keep track of the neighbors' children as your own. When a wife said, "Keep the baby quiet, I've got a Krauss test tomorrow," the husband might answer, "That's not our baby; that's the one three units away." And surely if voices could find their way through the flimsy walls, so could the weather. Rain splashed in; the wind went whirling through; and the historic snowfall of Dec. 9, 1947, made of the whole community an Eskimo village of igloos, each with a car no bigger than a dog-sled parked outside the door.

Nobody had it very fancy, though it must be said for the wives that their ingenuity made a brave show, and the interiors were often gay with color and even decked with works of art. They called it "home-made art" and said, "If we had money to buy paintings, would we be living here?" At the outset, there were no doors for any of the bathrooms,



MORRIS G. McGEE, '49

so singing in the shower became obligatory, even at the risk of drowning. It seems the doors for the bathrooms were sent to the wrong place, and it was literally months before they were located and rerouted to where they belonged. Meantime, guests in these homes, noting the *al fresco* sanitary arrangements, never stayed long at a single visit.

Testimony taken today from these same residents, simply glows with pride and with the joy of recollection. They remember how wonderful life was, up there on the hill. Why, such close living was a whole course in sociology! Every problem of communal life was there or was just on the way. It provided a "microcosm of suburbia" from which the residents moved out—most of them—to the real suburbia, where they have been living ever since. And they found themselves fully adapted to what lay just ahead. College Heights wasn't just a village; it was a syndrome. Some former residents refer to their life there as "the circus." And they often speak—even with moist eyes—of the "play-house" where they learned about life and found some of its best values.

The so-called "space-heaters" that kept all the units a mite above freezing, were always blowing up, or belching black smoke, or quitting altogether.

(Continued on Page Twenty-nine)



The Dec. 9, 1947 Snowstorm made of the whole Community an Eskimo Village of Igloos, each with a Car no Bigger than a Dog-Sled Parked Outside the Door. . . .

New Jersey's Crisis in Public Higher Education

by

FRANK G. McGUIRE, '50

Associate of William G. Hetherington & Co.,
public relations counsel
to the
Citizens Committee for Higher Education in N. J.

The American Dream always has pursued knowledge and happiness with the same grim determination. Long before the do-it-yourself era, Alexis de Tocqueville noted a passion for instruction among citizens of the young Republic and set down this observation in *Democracy in America:*

"They (the Americans) have all a lively faith in the perfectibility of man; they judge that the diffusion of knowledge must necessarily be advantageous and the consequences of ignorance fatal."

Abhorrance of ignorance denoted a rupture with the Old World traditions of the United States; it persists, albeit in diminishing form, as a notable difference between the European and American elements of Western civilization.

Aspirations toward higher learning particularly indicate this notable difference. In the United States, it is assumed that anyone may go to college. Naturally, there exist the criteria of preparation, motivation, and ability. But a common attitude holds that the way to higher education is an open road. The European appreciation of college-level training developed within a social order infinitely more conscious of class distinctions.

Broadly viewed, the two traditions have (a) presumed universal higher education and (b) found universal higher education presumptuous.

New Jersey has witnessed the full evolution of the American tradition. It therefore seems curious to comment upon the state's persistent failure to provide adequate facilities for public higher education.

Consider this paradox: New Jersey ranks seventh in the nation in per capita income and forty-eighth among the states in per capita aid to public higher education.

The obvious conclusion—that New Jersey has little regard for education—is wholly false. To wit: expenditures per pupil in elementary and secondary schools consistently place New Jersey among the first five states.

The answer to this seeming riddle lies partly in the state tax structure. New Jersey has, for many years, been one of the few states in the country to operate without a broad-base revenue. Naturally, this has meant postponing the development of many



Frank McGuire

state-wide facilities and services, public higher education among them. New Jersey's tax structure also has forced the burden of support for local schools

(elementary and secondary) upon the residential property owner. That burden, as any homeowner well realizes, has become virtually intolerable in reeent years.

Public apathy has been as much at fault as lack of public funds. Actually, the latter is a direct reflection of civic indifference. The explanation here is historical. New Jersey is located in the northeast quadrant of the country, the traditional intellectual, commercial and cultural corner of the nation.

Small in size and wedged between the giants of New York and Pennsylvania, New Jersey has compensated with a vicarious participation in the accomplishments of its great neighbors but has hardly attempted to compete directly.

Competition in the area of public higher education was also unnecessary, until recent years. New Jersey could, and did, export much of its college-going youth to neighboring states. Freed of the expense of educating many of its young people, New Jersey could tolerantly accept the sobriquet of the "Cuckoo State," an illusion to the bird that casually lays its eggs in neighboring nests to be cared for by others.

New Jersey's evasion of a growing problem continued through the post-World War II era, virtually until the present. The following questions and others like them, however, have become too persistent to ignore:

• Why are more than 50% of New Jersey's college-enrolled students attending institutions outside the state?

• Why must Rutgers, The State University, and the six state colleges, reject the admission applications of 10,000 qualified sons and daughters of New Jersey taxpayers?

• Why, when the state anticipates an increase of 100,000 college applicants in the next ten years, is there no master plan for higher education in New Jersey?

An examination of present figures shows that there are 112,500 New Jersey students currently enrolled in colleges and universities. More than half, 62,000, are attending out-of-state institutions. A recent comparison of in-state and out-state college populations is shown in the accompanying graph. New Jersey ranks a poor first.

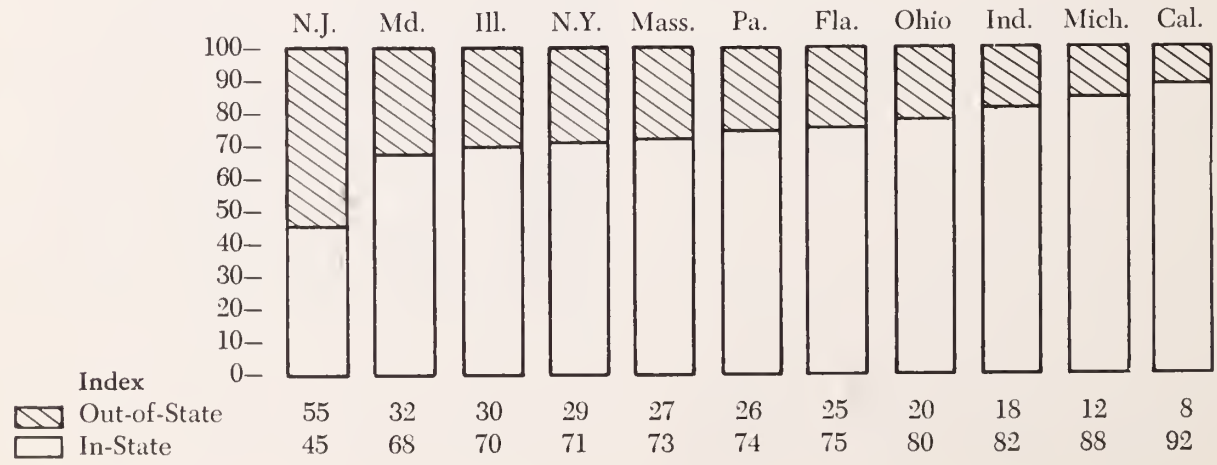
Growing enrollment pressures on the educational facilities of other states will limit their ability to continue to educate New Jersey residents.

Also, it is certain that New Jersey will become less attractive for industrial and commercial investment in the continued absence of a realistic solution to the problems of public higher education.

New Jersey's inability, or unwillingness, to provide the necessary services in higher education is even now resulting in a steady drain on one of the state's prime resources—the social, cultural, and commercial contributions of the college-trained citizen.

Concern about public higher education in the state has triggered the organization of several groups interested in helping solve New Jersey's problems in this vital area. Onc of these units is the Citizens Committee for Higher Education in New Jersey, a non-partisan cadre of activists headed by Princeton University President Robert F. Coheen.

The Citizens Committee is a representative cross section of the New Jersey community—labor, management, educators, clergymen, citizens. The group



has published "A Call to Action," a program of 22 basic proposals to improve the quality and quantity of public higher education in the state. The study projects the state's needs to 1975.

"A Call to Action" was issued following intensive review of previous studies, consultations with officials of other states, surveys, and cooperative effort with the New Jersey State Department of Education. It is a current, comprehensive and realistic statement on the subject of higher education in New Jersey.

"A Call to Action" urges the expansion of public higher education facilities to accommodate a student enrollment of at least 134,000 full-time undergraduate students by 1975. (Current enrollment—32,000) Completion of this program would, among other benefits, reverse the out-of-state trend and retain a majority of New Jersey's college-going population within the state's higher education system. These aims are shown in the following graph:

The proposals assume the possible need of an additional engineering college and call for the establishment of new state colleges.

A ten-year capital fund outlay of $427 million would be required to help finance the proposals of the Citizens Committee. This sum includes an immediate requirement of $55 to $60 million from 1967 to 1972. This budget would bring the program to completion by the 1975 target date.

The Citizens Committee proposals also urge: examination and reorganization of the state's planning and administration of higher education to achieve greater flexibility, appointment of a faculty salary review board, creation of a dormitory and building authority, and institution of a new college incentive scholarship program.

An obvious question to all this is: "Can New Jersey afford it?" The answer, just as obvious, is that New Jersey can hardly do otherwise. The choice is simple: either the state makes a practical investment in the educational future of its youth, or it continues a drift toward mediocrity that will exact a crippling toll of New Jersey's intellectual, commercial, and civic vitality.

	1965	1970	1975
Rutgers, the State University	11,900	22,250	32,900
Six State Colleges	16,800	33,250	54,000
Two or More New State Colleges		3,000	8,000
Newark College of Engineering	2,400	4,500	6,600[1]
Public Junior Colleges	1,000	11,000	33,000
TOTAL	32,000[2]	74,000	134,500

[1] This is a total estimate of engineering facilities required. Another engineering college may be required in the southern part of New Jersey perhaps as an extension of either Newark College of Engineering or Rutgers College of Engineering.

[2] Rounded to nearest 500.

The 1975 goals of "A Call to Action" recommend enlargement of Rutgers, The State University, to a total capacity, graduate and undergraduate, of 40,600 students; Newark College of Engineering to 7,000; the state colleges to 62,000; and the community colleges to between 30-40,000.

HOME BODIES

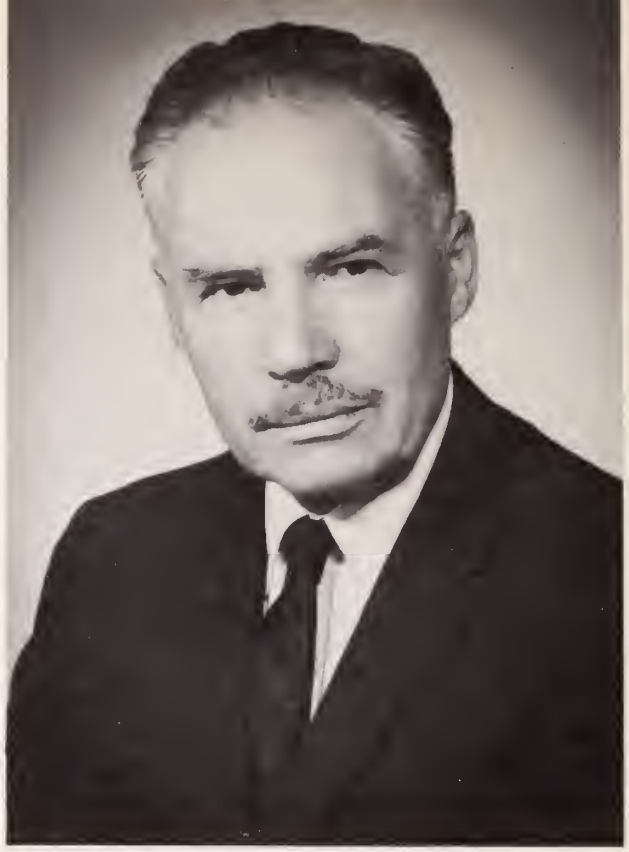
(a lyrette)

Turtles
pay no rent
never shell out
for mortgage or tax;
yet dwell like men
with homes on
their backs.

Helen Van Alstyne Fountain '27

The New Liberal Arts Program

By DR. ALLAN MOREHEAD, '34
Dean of the College



Dean Morehead

Viable educational institutions change in response to the demands placed on them by the society they serve. Montclair State Normal School, founded in 1808 for the preparation of elementary school teachers, became the Montclair State Teachers College in 1927, and commenced the education of teachers for the public secondary schools of the State. In 1958, the name of the institution was changed to Montclair State College, but the institution remained single-purpose.

Next September, a new chapter in the development of Montclair State College will open. At that time, Montclair will enroll its first non-teacher education students in liberal arts programs. Announcement of this addition to Montclair State College's mission was made by the Commissioner of Education in December of 1965.

A Resource Committee on Liberal Arts was appointed immediately by the Chairman of the Curriculum Committee in consultation with the Dean of the College. Committee members were chosen from among those on the faculty who had some considerable acquaintanceship with liberal arts programs. The members are as follows:

Professor Paul C. Clifford (Columbia),
Professor and Chairman of the Mathematics Department, Chairman

Mr. Karl R. Moll (Westminster),
Assistant Professor of Speech, Secretary.

Dr. Richard N. Barker (Rochester),
Associate Professor of Social Studies.

Dr. Joseph F. Becker (Harvard),
Associate Professor of Chemistry.

Dr. Harold C. Bohn (Hamilton),
Professor and Chairman of the English Dept.

Dr. Paul A. Gaeng (Zurich),
Assistant Professor of Foreign Languages.

Professor James P. Pettegrove (Bowdoin)
Professor of English.

Dr. William L. Williamson (Wisconsin),
Professor and Head Librarian

Dr. Thomas H. Richardson,
President, Ex-Officio.

Dr. Allan Morehead,
Dean of the College, Ex-Officio.

Mr. Walter E. Kops,
Chairman, Social Studies Department, and Chairman, College Curriculum Committee, Ex-Officio.

It was contemplated that this Committee would serve for some considerable time, but its first area of concern was that of formulating general policies concerning the liberal arts programs and suggesting distribution patterns and course requirements to implement policies and patterns.

Structurally, this Committee was established as an advisory committee to Montclair's Curriculum Committee. It was anticipated that the Resource Committee would report to its parent body, the Curriculum Committee, and that the Curriculum Committee Chairman would then report recommendations to the Administrative Council, the Faculty, the Dean of the College, and the President. This procedure was followed.

To date, this Committee has held nine meetings, each one three to four hours in duration. It has already proved to be one of the most productive

at Montclair State College

faculty groups which has ever served this college. Despite Conant's caution that presently "liberal education" as an idea that describes a consistent and generally accepted pattern of study in higher education circles in this country is a myth,[*] the Committee went to work with dedication and enthusiasm to develop a program for liberal arts students. Because of the limitations of time available for planning and administrative implementation, the Committee early decided that the majors which would be available to this first group of liberal arts students would be: Biology, Chemistry, English, French, History, Mathematics, Spanish, and Speech and Theater Arts. It was contemplated that other majors would be added from time to time in the future.

As early as its second meeting, the Committee considered patterns of major area requirements. It was decided that the major departments which would enroll liberal arts students would be asked to develop programs which envisioned requirements of from 32 to 35 credit hours of which not more than two-thirds were to be specified courses; the rest of the requirements were to be met by selection from a list of appropriate elective courses in the major field. Also, in order to prevent a liberal arts major from devoting too much time to his field, it was decided that no more than ten additional credits in the major would be counted toward the 128 points necessary for graduation. It was also noted by the Committee that no additional courses in the majors would have to be provided immediately because of the strong majors required traditionally at Montclair in the teacher education programs.

The Resource Committee decided to recommend that the distribution requirements for general education be met generally through courses which are now available or are to be provided to meet the general education requirements in the teacher education programs also. Thus, it was contemplated that, except in the professional courses, class enrollments would generally consist of both teacher education students and liberal arts students.

At an early meeting of the Committee, the subject of general education or course distribution requirements was considered. A foreign language requirement was recommended. The liberal arts student would be required to demonstrate proficiency in a foreign language either by means of an evaluation process or course work in the college. His proficiency should be that usually attained through two years of college work in the foreign language, covering the beginning and the intermediate levels.

It was further decided that the distribution or general education requirements for the liberal arts student should include twelve semester hours in mathematics and/or science.

At this same meeting, it was decided to recommend a humanities requirement of fifteen semester hours; six of these hours were to be devoted to two three-semester hour courses in composition-literature offered by the English Department; nine hours were to be devoted to courses selected from art, comparative religion, music, philosophy, and speech. Students would be required to elect courses in at least two of these areas. It was recommended that the art and music offerings be of an historical, esthetic, or appreciation nature.

The social sciences distribution requirement was recommended as twelve semester hours which would include two development of civilization courses with an option for well-prepared students to take a development of oriental civilization course and a development of early western civilization course. The rest of the requirement would be met by elections from any two of the following areas: anthropology, economics, geography, political science, general psychology, sociology.

The Committee decided to recommend the same Physical Education requirement for liberal arts students which is currently in use in the teacher education program.

The Committee recommended that wherever possible freedom of choice among courses to meet the distribution requirements would be desirable.

Depending upon the method by which the foreign language requirement is met by a liberal arts student, he will have between forty-one and fifty-five semester hours of free electives. From these electives, it would be possible also for the liberal arts student to develop a minor.

It should be noted that the distribution requirements in the liberal arts program very closely parallel the general education requirements in the teacher education program.

[*] James Bryant Conant: *The Education of American Teachers.* New York: McGraw, Hill Book Co., Inc., 1963. p. 92.

The requirements for the Bachelor's degree in the liberal arts major, as recommended by the Committee, would be as follows:

Foreign language	0 to 12 sem. hrs.
Humanities	15 sem. hrs.
Social sciences	12 sem. hrs.
Mathematics and/or science	12 sem. hrs.
Major	32 to 34 sem. hrs.
Physical Education	2 sem. hrs.
*Electives	41 to 55 sem. hrs.
Total	128 sem. hrs.

* Of the electives, no more than ten semester hours may be devoted to the major.

The advent of the liberal arts program has telescoped, time-wise, the college's consideration of its general education program. Revisions in this area, which are constantly being studied and implemented, have had to be accomplished in a very short time.

Because of the curriculum study, necessitated by the contemplated liberal arts programs, some minor adjustments in the curriculums in the major departments have been found to be desirable. This consists of course retitling, renumbering, and reorganization.

Because of the high levels of preparation characteristic of the faculty at the college, Montclair will be able to provide excellent instruction in the new liberal arts programs which will be offered beginning next September.

In providing liberal arts programs, Montclair, like the other State Colleges, is responding to the current desperate need for public higher education for the youth of New Jersey in programs other than teacher education. There seems to be no doubt that in the near future other programs will be introduced at the college as they have been at some of the other State Colleges in New Jersey.

TO RALPH KIRKPATRICK

(A harpsichord virtuoso)

Your fingers unfold fabric
wrought by harmony,
displaying patterns
fragile as spun glass.
The bolder themes
are like cathedral windows
when translucent jewels
reveal horizons
where men grope for heaven.
You weave in brilliant tones
the continuity
of rediscovered truth.

Helen Van Alstyne Fountain, '27

BACCHANTE

The sea is drunk tonight! She sways
And staggers to and fro,
Too full of white wine dripped from stars
And the moon's inflaming glow.

In reedy broken sounds she sings
Some half-remembered tune
And flings her long green curling arms
Round the neck of the curving dune.

The sea is drunk tonight; but when
The night has spent its beams,
Her jewelled body will lie still
Within deep turquoise dreams.

Anna Pfeifauf Paul, '33

Alumni Forum Makes Its First Venture into Prose Fiction—

Bird Through Plate Glass Darkly

By HAROLD FRIEDLANDER, '50



Harold Friedlander

Autumn moaned through the elevator shaft. Birds caught in updraughts that lurked between the needle-tall buildings along the East River shot helter-skelter across the rim of the city: victims of invisible wind tunnels created by the architects of the city.

Roger fought open the outer door of his apartment building. Balancing his bundles against his left shoulder, he edged his right through the narrow opening. The wind screaming in the elevator shaft made him feel the uneasy presence of giant winds sucking him upward. He watched the dial fan toward the twenty-third floor, got off and turned to his own door. The door pulled away from his key and nearly unbalanced him. His brother, Dick, kept him from falling by slipping a bundle from his arms. He set it on the table, nosed out a jar of fancy olives, and reached for the opener.

"Put those back," Roger said, "I've got guests coming tonight."

"So? cheapie!" Dick ate two olives at once. Roger winced. Then he remembered all the things Dick had done for him when they were kids. The old man had never taken him anywhere, but Dick had. He decided on mediation.

"All right, Quasimodo, we've worn out the bad brothers' act. Have a drink and relax."

"Uh-uh, collich grad. That's not what I'm here for." Dick looked into the living room and stared in mock disbelief. "You have a TV in the bedroom *and* this one, too? How come?"

"You know damn well that I bought the one in the bedroom and Dad left me the color one."

"Hell he did! I'm supposed to have that set. You talked Mom out of it, and then I have to take the junk that's left." He jumped up and down nervously.

"Did you buy one flower at Easter for his grave?" Roger shouted back. "Did you give one rotten dime for funeral expenses? You were fast enough to claim his watch and shoes."

"I don't know what you're talking about." Dick began pacing. As he did, he threw his arms out as if he were trying to shake off gum stuck to his fingertips. "You always change the subject whenever you want. Real intellectual with a job on a magazine and all this arty stuff." He stared uneasily at an abstract oil a friend had done for Roger. "Isn't color TV too square for Roggie the Great?"

The buzzer sounded, but Roger knew that it simply sounded the end of the round. "Come in tomorrow, you big ape," he said hastily, "and take the damn set."

"I don't want your lousy gift from the dead." Dick stalked out and shoved past Amy Wilder without acknowledging her. He held back the closing elevator door and descended.

Roger avoided the girl's gaze of inquiry. "Where the hell you been, Amy? I've got all this stuff that you told me to get and nothing is done. They'll be here in no time."

"I had to put Tommy to bed," she said defensively. "My mother is having a fit as it is. Listen, I don't want to make an argument of it, but for God's sakes, go a little easy on her the next few times you call. She's been giving me hell about you all week."

He checked a fresh answer. Hadn't he had enough? And his mother would call in the morning. She would start with a tearful plea and

end with illogical venom that would pry the color TV loose. If he hurt Amy, it would only mean a miserable hour of remorse in bed later on. "Dick wants Dad's color TV," he said in explanation of his pique. Instantly, she was on his side.

"Don't give it up. Did he ever bring flowers to your Dad's grave?"

"That's what I told him. I really insulted his vanity. I called him a big ape."

"Oh, God!" She tittered. The tension snapped.

"How's Tommy?" It was a relief to change the subject.

"He called you Daddy tonight and my mother is having a small fit."

"Who knows," he said, "maybe he'll have a right, soon."

She wiped his breakfast dishes, cleaned the counter, went into the bedroom and straightened out the pillows. She put on the coverlet he had stuffed in the closet.

"Take care of the bed real good now."

"Oh, you!" She sounded thoroughly pleased.

He answered the buzzer and let in Harvey Mason and his wife. Amy came out to meet them. As they stared at Amy, there was a moment when he turned the subtleties of introduction over in his mind. "This is my fiancee, Amy Wilder. This is Nora and Harvey Mason, Amy." He didn't know the Masons. They were friends of his friend John, who would come later. John had told Roger that Mason might help him get a public relations job.

"John speaks highly of this fellow," Mason said to his wife. To Roger he said, "He's your best press agent, I'm sure. He says you've done some fine free lance writing."

"If you call it good. At least I keep my hand in it." Roger wanted to keep the conversation going. If only he dared press the issue, he thought. Amy excused herself and let in the Parkers.

Lamplight reflected in the huge plate glass window that was the outside living room wall. The lights of the city were curtained by the blackness of impending rain. Instead of night time, the glass reflected the guests drinking and chatting endlessly, and made ghosts of them. The shade of Sam Parker, elongated to ten feet, played a rubber record that stretched far across the bloated turntable. The drink glasses took on weird casts. The phone rang. Amy nodded and went into the bedroom to answer.

She came out and stood in the hall, beckoning him nervously.

"What's up?" he asked.

"My mother. She's a little drunk. She wants me to come home. What should I do, Rog?"

He went into the bedroom and took up the phone. "Hello, Mother Ryan? This is Roger."

"Where are you talking from, Roger?" The voice wasn't one he seemed to know. Finally, the picture of their tiny apartment clicked into focus. He could see the old lady, far older than she needed to be, sitting so that she could see into Tommy's room. She would be flicking ashes at an oversized deer ashtray that she forever warned him must be handled carefully.

"Why, from the apartment, of course," he answered.

"Where in the apartment?"

"You've been here. The phone's where it always is, in the bedroom." He guessed what she was driving at.

"Listen, Roger Kramer. You get off my daughter. You get away from that good kid. She's had enough of bums like her husband and you."

"What do you want, Mother Ryan?" He forced himself to be calm.

"Don't Mother Ryan me, you louse." He did not answer. He imagined he could feel her bite her lip. He heard her suck in air. Still he did not answer.

"Listen, Roger," she sounded pathetic. "When you going to marry Amy? She's not the brightest thing in the world. For God's sakes I could tell you that or she wouldn't be in a mess all the time, but she loves you, and she'll be just right."

"Sounds good, Mother Ryan. Listen, you take care of Tommy tonight? There's a fellow here who can get me some important public relations work. If I land it, well, we'll see."

Mother Ryan's voice brightened. "Oh, a party with a big shot? Why didn't Amy say something? Listen Roger. She's very presentable to others. She's very well met, too. I've made sure of that."

"Sure, sure. Listen, they're calling for more drinks. You know."

"I know! Roger? You be careful with her, huh?"

"Good night, Mother Ryan. Amy says good night, too." He misunderstood Amy's tugging on his arm and tried to wave her away. But Amy had bad news.

"They're having an awful battle in there. Sam Parker's told Mason that he's a boob for wanting to listen to Dirksen on *Face the Nation*. Mason's about to go home."

"Oh, Christ! Parker watches Gunslinger every damn week, but to him, Dirksen's a jerk!"

"How's *Gunslinger,* Parker?" Roger asked too loudly as he came into the living room. He saw that Sam and his wife had closed ranks on the couch. Harvey sat up straight on a Swedish chair, while his wife stared out the window in obvious embarrassment.

Sam raised his eyebrows. "Listen, Rog, I can have my own arguments, ok? If this fellow likes something, and I don't, that's my business and his. "If we need to adjudicate this matter, he continued pompously, "I think we could just look at what the intellectual press has to say about Dirksen."

Mason swallowed an answer, looked at his watch, and noted that it was still too early to make a proper exit.

Roger looked from one to the other of his guests. Where was he? What happens to all your days and nights to bring you to this?, he wondered. First his brother, then Amy's mother, then this. He tried to say it, but it came out badly. "Look fellows, have your own argument. But did it ever occur to either of you that this *might* be trivia?"

"Trivia?" Now it was Mason who snapped at him. This fellow's hit a sensitive point: he says that anyone who 'falls for' a moderate point of view is a boob. As a PR for a big firm, how would that strike you?"

"I'm just posing this in relation . . ."

"Relation be damned. You P.R. guys are all the same." Mason came alive to his pet argument. His wife stifled a yawn. "You guys want the whole pie. All this," he waved at the decorations of the apartment, "and the sky as pure as virgin snow. Take your pick, you're not going to have both, that's for damn sure."

"I have picked, I suppose," Roger said quietly. "But there still might be some degrees that separate men from jerks."

"The jerk is me, is it, Kramer? Because I care about how much money the government spends?"

"He didn't mean that," Amy apologized. "He . . ."

"Shut your silly mouth," Roger turned on her. "What do you know about me?" She fell into furious silence. He turned toward Mason again. "I know the routine. We all grab. Supposedly that makes us cannibals if we only face reality. At least that's the fable you *real* bastards try to recite to us. And, why? Because you see nothing in the glass but the bottom. You'll brainwash the sensitivity out of anyone fool enough to buy life on your terms, simply because you want to dictate all the rules.

Sam applauded satirically. Amy was sobbing with fury. Mason rose to go. For an instant, the scene was frozen in time. In the silence, Roger listened to the frenzied moaning of the wind through the elevator shaft. The building swayed. Here and there a light poked out of the darkness as clouds shifted. An echo of moonlight peered in on the scene. Mason's wife, still staring through the glass, saw the bird come diving out of the night.

The hawk had gotten lost in autumnal storms above the Canadian wilderness. He had flown southeast over unfamiliar settlements of men, his instincts overwhelmed. Chance led him finally to the East River, decoyed him toward the lights of Roger's apartment building. Now, eyes straining for a sign, wings struggling to level in the rising gale, he pointed toward the deceptive light. A tail wind picked him up. He dived forward, seventy-five miles an hour, until his body tore from the night and crashed through the plate glass window. His wings beat violently as he skidded across the living room rug and sent an end-table flying into a shower of smashed glass. He tore at the furniture with his beak.

Mason's wife shrieked once and dropped to the floor. Mason dragged her away from the sight and propped her up in the kitchen against the refrigerator. He got her coat, helped her struggle to her feet. Together they fled in wild distraction from their ordeal.

"For God's sakes, Sam, take Mary and go. This is awful, awful." A bluish-red puddle was growing on the rug. Amy threw down a whole roll of paper toweling, but she didn't look at the bird. Most of the towels missed the puddle. As Sam and his wife left, Amy retreated to the kitchen. Roger heard her gasping for breath as he stood staring sympathetically at the creature.

"You all right, Amy" he asked, finally.

"My asthma. When I get frightened, I wheeze awful." . . . She wants to leave, he thought.

"Here," he walked into the kitchen. He picked two ones out of his wallet. "Go downstairs and use the taxi phone. Just go. I'll take care of the mess." They looked at each other as though they were strangers. She left.

He kicked aside broken glass and went over and examined the jagged opening that the bird had cut into the window. Emergency service, that's what he was supposed to call. He tried to remember where

he would have put the card with the number. Rain was coming in. The stiffening gale whipped the drapes and drowned out the record player which still repeated a gay tune. Lamplight gave the bird a garish look. Pillows that it had ripped, gaped with open wounds.

The bird twitched convulsively and was silent. He kneeled close to it. "What can any of us do?" he said to the hawk.

He picked up the bird. It was still warm. Its head fell sideways, beak open and stiff. He carried it to the window. The rain poured in now. The drapes blew across his face and formed a barrier between the dead bird and the man.

He thrust the bird outside into its natural element of wind and storm. "Fly damn you, fly," he said to it hoarsely.

But the bird was dead, and when he let it go, it fell straight down. As Roger withdrew his hands, a sharp splinter of glass cut a shallow red gash along his wrist. He looked at it and ground his teeth. "Damn everything to hell," he said softly.

IT IS A SPIDER

Your hand, dear, come closer
And look at this
No, don't squirm.
Look more closely.

It is a spider.

Look more closely
And see how elegantly
Blends the bronze of his back
With the beige and brown of his sides.
How trimly taper to the joints
All eight legs of polished kaeton
He is hard and smooth even to the minutia
Of his pale face that works and fits
In pieces with mechanical precision
But look very closely
And see how ineffably soft
And fine are the pads of his many feet
So fine, so light, you'd not notice them
Padding unseen across your finger
Nor feel that they are cool.

But why do you squirm?
Is he sinister? Predatory?
No, look closely
Into that bright, lidless eye:
No passion for evil warms
That clammy, cool and liquid bead.
Why do you draw back from him, dear—
and from me?

Susan Angela Flannelly, '64

No memory of Alma Mater
older than a year or so
is likely to bear much resemblance
to today's college or university.
Which, in our fast-moving society,
is precisely as it should be,
if higher education is . . .

To Keep Pace with America

WHAT ON EARTH is going on, there?

Across the land, alumni and alumnae are asking that question about their alma maters. Most of America's colleges and universities are changing rapidly, and some of them drastically. Alumni and alumnae, taught for years to be loyal to good OLD Siwash and to be sentimental about its history and traditions, are puzzled or outraged.

And they are not the only ones making anguished responses to the new developments on the nation's campuses.

From a student in Texas: "The professors care less and less about teaching. They don't grade our papers or exams any more, and they turn over the discussion sections of their classes to graduate students. Why can't we have mind-to-mind combat?"

From a university administrator in Michigan: "The faculty and students treat this place more like a bus terminal every year. They come and go as they never did before."

From a professor at a college in Pennsylvania: "The present crop of students? They're the brightest ever. They're also the most arrogant, cynical, disrespectful, ungrateful, and intense group I've taught in 30 years."

From a student in Ohio: "The whole bit on this campus now is about 'the needs of society,' 'the needs of the international situation,' 'the needs of the IBM system.' What about *my* needs?"

From the dean of a college in Massachusetts: "Everything historic and sacred, everything built by 2,000 years of civilization, suddenly seems old hat. Wisdom now consists in being up-to-the-minute."

From a professor in New Jersey: "So help me, I only have time to read about 10 books a year, now. I'm always behind."

From a professor at a college for women in Virginia: "What's happening to good manners? And good taste? And decent dress? Are we entering a new age of the slob?"

From a trustee of a university in Rhode Island: "They all want us to care for and support our institution, when they themselves don't give a hoot."

From an alumnus of a college in California: "No one seems to have time for friendship, good humor, and fun, now. The students don't even sing, any more. Why, most of them don't know the college songs."

What *is* happening at America's colleges and universities to cause such comments?

Today's colleges and universities:

IT BEGAN around 1950—silently, unnoticed. The signs were little ones, seemingly unconnected. Suddenly the number of books published began to soar. That year Congress established a National Science Foundation to promote scientific progress through education and basic research. College enrollments, swollen by returned war veterans with G.I. Bill benefits, refused to return to "normal"; instead, they began to rise sharply. Industry began to expand its research facilities significantly, raiding the colleges and graduate schools for brainy talent. Faculty salaries, at their lowest since the 1930's in terms of real income, began to inch up at the leading colleges. China, the most populous nation in the world, fell to the Communists, only a short time after several Eastern European nations were seized by Communist coups d'état; and, aided by support from several philanthropic foundations, there was a rush to study Communism, military problems and weapons, the Orient, and underdeveloped countries.

Now, 15 years later, we have begun to comprehend what started then. The United States, locked in a Cold War that may drag on for half a century, has entered a new era of rapid and unrelenting change. The nation continues to enjoy many of the benefits of peace, but it is forced to adopt much of the urgency and pressure of wartime. To meet the bold challenges from outside, Americans have had to transform many of their nation's habits and institutions.

The biggest change has been in the rate of change itself.

Life has always changed. But never in the history of the world has it changed with such rapidity as it does now. Scientist J. Robert Oppenheimer recently observed: "One thing that is new is the prevalence of newness, the changing scale and scope of change itself, so that the world alters as we walk in it, so that the years of a man's life measure not some small growth or rearrangement or modification of what he learned in childhood, but a great upheaval."

Psychiatrist Erik Erikson has put it thus: "Today, men over 50 owe their identity as individuals, as citizens, and as professional workers to a period when change had a different quality and when a dominant view of the world was one of a one-way extension into a future of prosperity, progress, and reason. If they rebelled, they did so against details of this firm trend and often only for the sake of what they thought were even firmer ones. They learned to respond to the periodic challenge of war and revolution by reasserting the interrupted trend toward normalcy. What has changed in the meantime is, above all, the character of change itself."

This new pace of change, which is not likely to slow down soon, has begun to affect every facet of American life. In our vocabulary, people now speak of being "on the move," of "running around," and of "go, go, go." In our politics, we are witnessing a major realignment of the two-party system. Editor Max Ways of *Fortune* magazine has said, "Most American political and social issues today arise out of a concern over the pace and quality of change." In our morality, many are becoming more "cool," or uncommitted. If life changes swiftly, many think it wise not to get too attached or devoted to any particular set of beliefs or hierarchy of values.



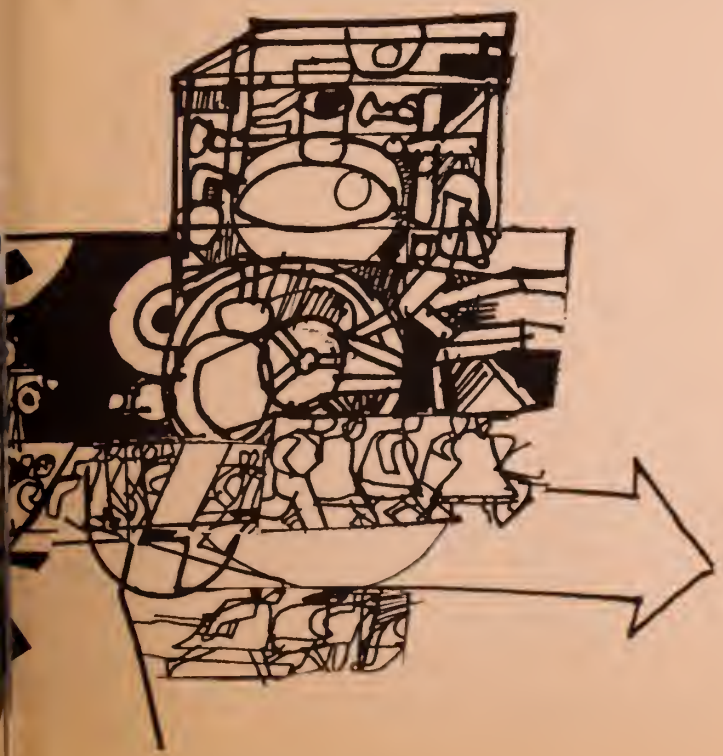
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busy faculties, serious students, and hard courses

Of all American institutions, that which is most profoundly affected by the new tempo of radical change is the school. And, although all levels of schooling are feeling the pressure to change, those probably feeling it the most are our colleges and universities.

AT THE HEART of America's shift to a new life of constant change is a revolution in the role and nature of higher education. Increasingly, all of us live in a society shaped by our colleges and universities.

From the campuses has come the expertise to travel to the moon, to crack the genetic code, and to develop computers that calculate as fast as light. From the campuses has come new information about Africa's resources, Latin-American economics, and Oriental politics. In the past 15 years, college and university scholars have produced a dozen or more accurate translations of the Bible, more than were produced in the past 15 centuries. University researchers have helped virtually to wipe out three of the nation's worst diseases: malaria, tuberculosis, and polio. The chief work in art and music, outside of a few large cities, is now being done in our colleges and universities. And profound concern for the U.S. racial situation, for U.S. foreign policy, for the problems of increasing urbanism, and for new religious forms is now being expressed by students and professors inside the academies of higher learning.

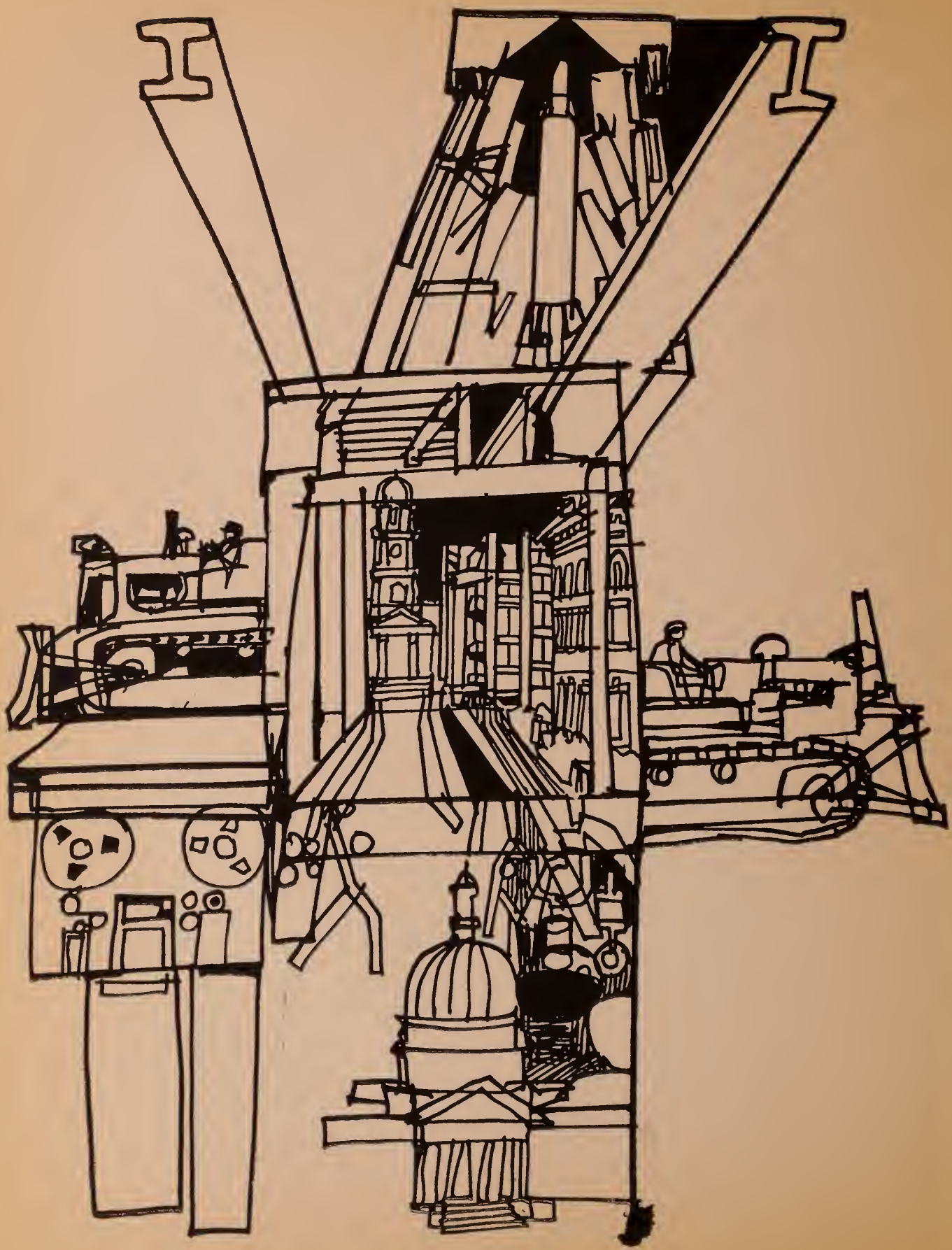


As American colleges and universities have been instrumental in creating a new world of whirlwind change, so have they themselves been subjected to unprecedented pressures to change. They are different places from what they were 15 years ago—in some cases almost unrecognizably different. The faculties are busier, the students more serious, and the courses harder. The campuses gleam with new buildings. While the shady-grove and paneled-library colleges used to spend nearly all of their time teaching the young, they have now been burdened with an array of new duties.

Clark Kerr, president of the University of California, has put the new situation succinctly: "The university has become a prime instrument of national purpose. This is new. This is the essence of the transformation now engulfing our universities."

The colleges have always assisted the national purpose by helping to produce better clergymen, farmers, lawyers, businessmen, doctors, and teachers. Through athletics, through religious and moral guidance, and through fairly demanding academic work, particularly in history and literature, the colleges have helped to keep a sizable portion of the men who have ruled America rugged, reasonably upright and public-spirited, and informed and sensible. The problem of an effete, selfish, or ignorant upper class that plagues certain other nations has largely been avoided in the United States.

But never before have the colleges and universities been expected to fulfill so many dreams and projects of the American people. Will we outdistance the Russians in the space race? It depends on the caliber



of scientists and engineers that our universities produce. Will we find a cure for cancer, for arthritis, for the common cold? It depends upon the faculties and the graduates of our medical schools. Will we stop the Chinese drive for world dominion? It depends heavily on the political experts the universities turn out and on the military weapons that university research helps develop. Will we be able to maintain our high standard of living and to avoid depressions? It depends upon whether the universities can supply business and government with inventive, imaginative, farsighted persons and ideas. Will we be able to keep human values alive in our machine-filled world? Look to college philosophers and poets. Everyone, it seems—from the impoverished but aspiring Negro to the mother who wants her children to be emotionally healthy—sees the college and the university as a deliverer, today.

Thus it is no exaggeration to say that colleges and universities have become one of our greatest resources in the cold war, and one of our greatest assets in the uncertain peace. America's schools have taken a new place at the center of society. Ernest Sirluck, dean of graduate studies at the University of Toronto, has said: "The calamities of recent history have undermined the prestige and authority of what used to be the great central institutions of society. . . . Many people have turned to the universities . . . in the hope of finding, through them, a renewed or substitute authority in life."

New responsibilities are transforming once-quiet campuses

THE NEW PRESSURES to serve the nation in an ever-expanding variety of ways have wrought a stunning transformation in most American colleges and universities.

For one thing, they *look* different, compared with 15 years ago. Since 1950, American colleges and universities have spent about $16.5 billion on new buildings. One third of the entire higher education plant in the United States is less than 15 years old. More than 180 completely new campuses are now being built or planned.

Scarcely a college has not added at least one building to its plant; most have added three, four, or more. (Science buildings, libraries, and dormitories have been the most desperately needed additions.) Their architecture and placement have moved some alumni and students to howls of protest, and others to expressions of awe and delight.

The new construction is required largely because of the startling growth in the number of young people wanting to go to college. In 1950, there were about 2.2 million undergraduates, or roughly 18 percent of all Americans between 18 and 21 years of age. This academic year, 1965–66, there are about 5.4 million undergraduates—a whopping 30 percent of the 18–21 age group.* The total number of college students in the United States has more than doubled in a mere decade and a half.

As two officials of the American Council on Education pointed out, not long ago: "It is apparent that a permanent revolution in collegiate patterns has occurred, and that higher education has become and will continue to be the common training ground for American adult life, rather than the province of a small, select portion of society."

Of today's 5.4 million undergraduates, one in every five attends a kind of college that barely existed before World War II—the junior, or community, college. Such colleges now comprise nearly one third of America's 2,200 institutions of higher education. In California, where community colleges have become an integral part of the higher education scene, 84 of every 100 freshmen and sophomores last year were enrolled in this kind of institution. By 1975, estimates the U.S. Office of Education, one in every two students, nationally, will attend a two-year college.

Graduate schools are growing almost as fast.

*The percentage is sometimes quoted as being much higher because it is assumed that nearly all undergraduates are in the 18–21 bracket. Actually only 68 percent of all college students are in that age category. Three percent are under 18; 29 percent are over 21.

Higher education's patterns are changing; so are its leaders



While only 11 percent of America's college graduates went on to graduate work in 1950, about 25 percent will do so after their commencement in 1966. At one institution, over 85 percent of the recipients of bachelor's degrees now continue their education at graduate and professional schools. Some institutions, once regarded primarily as undergraduate schools, now have more graduate students than undergraduates. Across America, another phenomenon has occurred: numerous state colleges have added graduate schools and become universities.

There are also dramatic shifts taking place among the various *kinds* of colleges. It is often forgotten that 877, or 40 percent, of America's colleges and universities are related, in one way or another, with religious denominations (Protestant, 484; Catholic, 366; others, 27). But the percentage of the nation's students that the church-related institutions enroll has been dropping fast; last year they had 950,000 undergraduates, or only 18 percent of the total. Sixty-nine of the church-related colleges have fewer than 100 students. Twenty percent lack accreditation, and another 30 percent are considered to be academically marginal. Partially this is because they have been unable to find adequate financial support. A Danforth Foundation commission on church colleges and universities noted last spring: "The irresponsibility of American churches in providing for their institutions is deplorable. The average contribution of churches to their colleges is only 12.8 percent of their operating budgets."

Church-related colleges have had to contend with a growing secularization in American life, with the increasing difficulty of locating scholars with a religious commitment, and with bad planning from their sponsoring church groups. About planning, the Danforth Commission report observed: "No one can justify the operation of four Presbyterian colleges in Iowa, three Methodist colleges in Indiana, five United Presbyterian institutions in Missouri, nine Methodist colleges in North Carolina (including two brand new ones), and three Roman Catholic colleges for women in Milwaukee."

Another important shift among the colleges is the changing position of private institutions, as public institutions grow in size and number at a much faster rate. In 1950, 50 percent of all students were enrolled in private colleges; this year, the private colleges' share is only 33 percent. By 1975, fewer than 25 percent of all students are expected to be



enrolled in the non-public colleges and universities.

Other changes are evident: More and more students prefer urban colleges and universities to rural ones; now, for example, with more than 400,000 students in her colleges and universities, America's greatest college town is metropolitan New York. Coeducation is gaining in relation to the all-men's and the all-women's colleges. And many predominantly Negro colleges have begun to worry about their future. The best Negro students are sought after by many leading colleges and universities, and each year more and more Negroes enroll at integrated institutions. Precise figures are hard to come by, but 15 years ago there were roughly 120,000 Negroes in college, 70 percent of them in predominantly Negro institutions; last year, according to Whitney Young, Jr., executive director of the National Urban League, there were 220,000 Negroes in college, but only 40 percent at predominantly Negro institutions.

THE REMARKABLE GROWTH in the number of students going to college and the shifting patterns of college attendance have had great impact on the administrators of the colleges and universities. They have become, at many institutions, a new breed of men.

Not too long ago, many college and university presidents taught a course or two, wrote important papers on higher education as well as articles and books in their fields of scholarship, knew most of the faculty intimately, attended alumni reunions, and spoke with heartiness and wit at student dinners, Rotary meetings, and football rallies. Now many presidents are preoccupied with planning their schools' growth and with the crushing job of finding the funds to make such growth possible.

Many a college or university president today is, above all else, a fund-raiser. If he is head of a private institution, he spends great amounts of time searching for individual and corporate donors; if he leads a public institution, he adds the task of legislative relations, for it is from the legislature that the bulk of his financial support must come.

With much of the rest of his time, he is involved in economic planning, architectural design, personnel recruitment for his faculty and staff, and curriculum changes. (Curriculums have been changing almost as substantially as the physical facilities, because the explosion in knowledge has been as sizable as the explosion in college admissions. Whole new fields such as biophysics and mathematical economics have sprung up; traditional fields have expanded to include new topics such as comparative ethnic music and the history of film; and topics that once were touched on lightly, such as Oriental studies or oceanography, now require extended treatment.)

To cope with his vastly enlarged duties, the mod-

Many professors are research-minded specialists

ern college or university president has often had to double or triple his administrative staff since 1950. Positions that never existed before at most institutions, such as campus architects, computer programmers, government liaison officials, and deans of financial aid, have sprung up. The number of institutions holding membership in the American College Public Relations Association, to cite only one example, has risen from 591 in 1950 to more than 1,000 this year—including nearly 3,000 individual workers in the public relations and fund-raising field.

A whole new profession, that of the college "development officer," has virtually been created in the past 15 years to help the president, who is usually a transplanted scholar, with the twin problems of institutional growth and fund-raising. According to Eldredge Hiller, executive director of the American Association of Fund-Raising Counsel, "In 1950 very few colleges and universities, except those in the Ivy League and scattered wealthy institutions, had directors or vice presidents of development. Now there are very few institutions of higher learning that do not." In addition, many schools that have been faced with the necessity of special development projects or huge capital campaigns have sought expertise and temporary personnel from outside development consultants. The number of major firms in this field has increased from 10 to 26 since 1950, and virtually every firm's staff has grown dramatically over the years.

Many alumni, faculty members, and students who have watched the president's suite of offices expand have decried the "growing bureaucracy." What was once "old President Doe" is now "The Administration," assailed on all sides as a driving, impersonal, remote organization whose purposes and procedures are largely alien to the traditional world of academe.

No doubt there is some truth to such charges. In their pursuit of dollars to raise faculty salaries and to pay for better facilities, a number of top officials at America's colleges and universities have had insufficient time for educational problems, and some have been more concerned with business efficiency than with producing intelligent, sensible human beings. However, no one has yet suggested how "prexy" can be his old, sweet, leisurely, scholarly self and also a dynamic, farsighted administrator who can successfully meet the new challenges of unprecedented, radical, and constant change.

One president in the Midwest recently said: "The engineering faculty wants a nuclear reactor. The arts faculty needs a new theater. The students want new dormitories and a bigger psychiatric consulting office. The alumni want a better faculty and a new gymnasium. And they all expect me to produce these out of a single office with one secretary and a small filing cabinet, while maintaining friendly contacts with them all. I need a magic lantern."

Another president, at a small college in New England, said: "The faculty and students claim they don't see much of me any more. Some have become vituperative and others have wondered if I really still care about them and the learning process. I was a teacher for 18 years. I miss them—and my scholarly work—terribly."

THE ROLE AND PACE of the professors have changed almost as much as the administrators', if not more, in the new period of rapid growth and radical change.

For the most part, scholars are no longer regarded as ivory-tower dreamers, divorced from society. They are now important, even indispensable, men and women, holding keys to international security, economic growth, better health, and cultural excellence. For the first time in decades, most of their salaries are approaching respectability. (The national average of faculty salaries has risen from $5,311 in 1950 to $9,317 in 1965, according to a survey conducted by the American Association of University Professors.) The best of them are pursued by business, government, and other colleges. They travel frequently to speak at national conferences on modern music or contemporary urban



problems, and to international conferences on particle physics or literature.

In the classroom, they are seldom the professors of the past: the witty, cultured gentlemen and ladies—or tedious pedants—who know Greek, Latin, French, literature, art, music, and history fairly well. They are now earnest, expert specialists who know algebraic geometry or international monetary economics—and not much more than that—*exceedingly* well. Sensing America's needs, a growing number of them are attracted to research, and many prefer it to teaching. And those who are not attracted are often pushed by an academic "rating system" which, in effect, gives its highest rewards and promotions to people who conduct research and write about the results they achieve. "Publish or perish" is the professors' succinct, if somewhat overstated, way of describing how the system operates.

Since many of the scholars—and especially the youngest instructors—are more dedicated and "focused" than their predecessors of yesteryear, the allegiance of professors has to a large degree shifted from their college and university to their academic discipline. A radio-astronomer first, a Siwash professor second, might be a fair way of putting it.

There is much talk about giving control of the universities back to the faculties, but there are strong indications that, when the opportunity is offered, the faculty members don't want it. Academic decision-making involves committee work, elaborate investigations, and lengthy deliberations—time away from their laboratories and books. Besides, many professors fully expect to move soon, to another college or to industry or government, so why bother about the curriculum or rules of student conduct? Then, too, some of them plead an inability to take part in broad decision-making since they are expert in only one limited area. "I'm a geologist," said one professor in the West. "What would I know about admissions policies or student demonstrations?"

Professors have had to narrow their scholarly interests chiefly because knowledge has advanced to a point where it is no longer possible to master more than a tiny portion of it. Physicist Randall Whaley, who is now chancellor of the University of Missouri at Kansas City, has observed: "There is about 100 times as much to know now as was available in 1900. By the year 2000, there will be over 1,000 times as much." (Since 1950 the number of scholarly periodicals has increased from 45,000 to

95,000. In science alone, 55,000 journals, 60,000 books, and 100,000 research monographs are published annually.) In such a situation, fragmentation seems inevitable.

Probably the most frequently heard cry about professors nowadays, even at the smaller colleges, is that they are so research-happy that they neglect teaching. "Our present universities have ceased to be schools," one graduate student complained in the *Harvard Educational Review* last spring. Similar charges have stirred pulses at American colleges and universities coast to coast, for the past few years.

No one can dispute the assertion that research has grown. The fact is, it has been getting more and more attention since the end of the Nineteenth Century, when several of America's leading universities tried to break away from the English college tradition of training clergymen and gentlemen, primarily through the classics, and to move toward the German university tradition of rigorous scholarship and scientific inquiry. But research has proceeded at runaway speed since 1950, when the Federal Government, for military, political, economic, and public-health reasons, decided to support scientific and technological research in a major way. In 1951 the Federal Government spent $295 million in the colleges and universities for research and development. By 1965 that figure had grown to $1.7 billion. During the same period, private philanthropic foundations also increased their support substantially.

At bottom, the new emphasis on research is due to the university's becoming "a prime instrument of national purpose," one of the nation's chief means of maintaining supremacy in a long-haul cold war. The emphasis is not likely to be lessened. And more and more colleges and universities will feel its effects.

The push to do research: Does it affect teaching?

BUT WHAT ABOUT *education*—the teaching of young people—that has traditionally been the basic aim of our institutions of higher learning?

Many scholars contend, as one university president put it, that "current research commitments are far more of a positive aid than a detriment to teaching," because they keep teachers vital and at the forefront of knowledge. "No one engaged in research in his field is going to read decade-old lecture notes to his class, as many of the so-called 'great professors' of yesterday did," said a teacher at a university in Wisconsin.

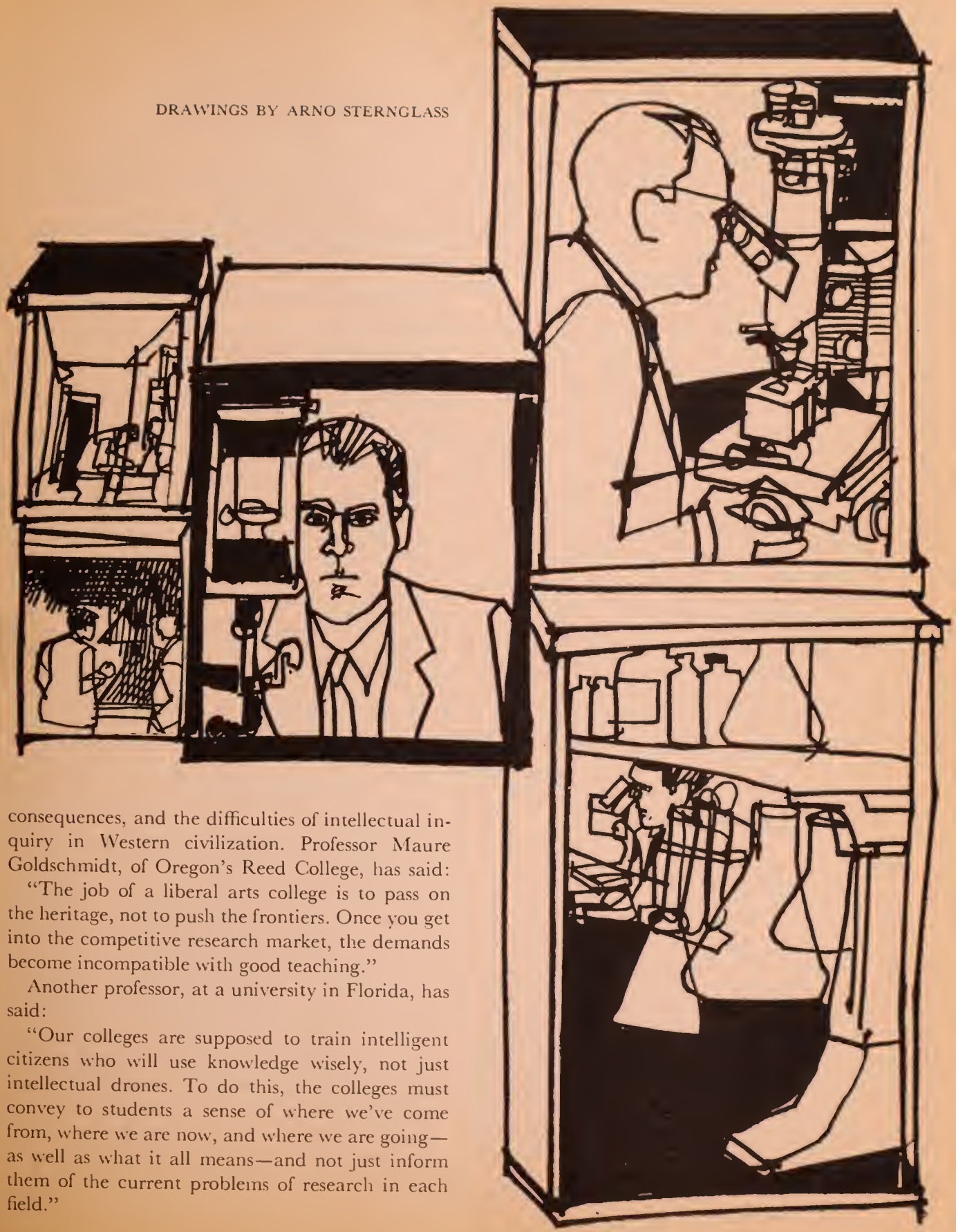
Others, however, see grave problems resulting from the great emphasis on research. For one thing, they argue, research causes professors to spend less time with students. It also introduces a disturbing note of competitiveness among the faculty. One physicist has put it this way:

"I think my professional field of physics is getting too hectic, too overcrowded; there is too much pressure for my taste. . . . Research is done under tremendous pressure because there are so many people after the same problem that one cannot afford to relax. If you are working on something which 10 other groups are working on at the same time, and you take a week's vacation, the others beat you and publish first. So it is a mad race."

Heavy research, others argue, may cause professors to concentrate narrowly on their discipline and to see their students largely in relation to it alone. Numerous observers have pointed to the professors' shift to more demanding instruction, but also to their more technical, pedantic teaching. They say the emphasis in teaching may be moving from broad understanding to factual knowledge, from community and world problems to each discipline's tasks, from the releasing of young people's minds to the cramming of their minds with the stuff of each subject. A professor in Louisiana has said, "In modern college teaching there is much more of the 'how' than the 'why.' Values and fundamentals are too interdisciplinary."

And, say the critics, research focuses attention on the new, on the frontiers of knowledge, and tends to forget the history of a subject or the tradition of intellectual inquiry. This has wrought havoc with liberal arts education, which seeks to introduce young people to the modes, the achievements, the

DRAWINGS BY ARNO STERNGLASS



consequences, and the difficulties of intellectual inquiry in Western civilization. Professor Maure Goldschmidt, of Oregon's Reed College, has said:

"The job of a liberal arts college is to pass on the heritage, not to push the frontiers. Once you get into the competitive research market, the demands become incompatible with good teaching."

Another professor, at a university in Florida, has said:

"Our colleges are supposed to train intelligent citizens who will use knowledge wisely, not just intellectual drones. To do this, the colleges must convey to students a sense of where we've come from, where we are now, and where we are going—as well as what it all means—and not just inform them of the current problems of research in each field."

Somewhat despairingly, Professor Jacques Barzun recently wrote:

"Nowadays the only true believers in the liberal arts tradition are the men of business. They *really* prefer general intelligence, literacy, and adaptability. They know, in the first place, that the conditions of their work change so rapidly that no college courses can prepare for them. And they also know how often men in mid-career suddenly feel that their work is not enough to sustain their spirits."

Many college and university teachers readily admit that they may have neglected, more than they should, the main job of educating the young. But they just as readily point out that their role is changing, that the rate of accumulation of knowledge is accelerating madly, and that they are extremely busy and divided individuals. They also note that it is through research that more money, glory, prestige, and promotions are best attained in their profession.

For some scholars, research is also where the highest excitement and promise in education are to be found. "With knowledge increasing so rapidly, research is the only way to assure a teacher that he is keeping ahead, that he is aware of the really new and important things in his field, that he can be an effective teacher of the next generation," says one advocate of research-*cum*-instruction. And, for some, research is the best way they know to serve the nation. "Aren't new ideas, more information, and new discoveries most important to the United States if we are to remain free and prosperous?" asks a professor in the Southwest. "We're in a protracted war with nations that have sworn to bury us."



THE STUDENTS, of course, are perplexed by the new academic scene.

They arrive at college having read the catalogues and brochures with their decade-old paragraphs about "the importance of each individual" and "the many student-faculty relationships"—and having heard from alumni some rosy stories about the leisurely, friendly, pre-war days at Quadrangle U. On some campuses, the reality almost lives up to the expectations. But on others, the students are



The students react to "the system" with fierce independence

dismayed to discover that they are treated as merely parts of another class (unless they are geniuses, star athletes, or troublemakers), and that the faculty and deans are extremely busy. For administrators, faculty, and alumni, at least, accommodating to the new world of radical change has been an evolutionary process, to which they have had a chance to adjust somewhat gradually; to the students, arriving fresh each year, it comes as a severe shock.

Forced to look after themselves and gather broad understanding outside of their classes, they form their own community life, with their own values and methods of self-discovery. Piqued by apparent adult indifference and cut off from regular contacts with grown-up dilemmas, they tend to become more outspoken, more irresponsible, more independent. Since the amount of financial aid for students has tripled since 1950, and since the current condition of American society is one of affluence, many students can be independent in expensive ways: twist parties in Florida, exotic cars, and huge record collections. They tend to become more sophisticated about those things that they are left to deal with on their own: travel, religion, recreation, sex, politics.

Partly as a reaction to what they consider to be adult dedication to narrow, selfish pursuits, and partly in imitation of their professors, they have become more international-minded and socially conscious. Possibly one in 10 students in some colleges works off-campus in community service projects—tutoring the poor, fixing up slum dwellings, or singing and acting for local charities. To the consternation of many adults, some students have become a force for social change, far away from their colleges, through the Peace Corps in Bolivia or a picket line in another state. Pressured to be brighter than any previous generation, they fight to

feel as *useful* as any previous generation. A student from Iowa said: "I don't want to study, study, study, just to fill a hole in some government or industrial bureaucracy."

The students want to work out a new style of academic life, just as administrators and faculty members are doing; but they don't know quite how, as yet. They are burying the rah-rah stuff, but what is to take its place? They protest vociferously against whatever they don't like, but they have no program of reform. Restless, an increasing number of them change colleges at least once during their undergraduate careers. They are like the two characters in Jack Kerouac's *On the Road*. "We got to go and never stop till we get there," says one. "Where are we going, man?" asks the other. "I don't know, but we gotta go," is the answer.

As with any group in swift transition, the students are often painfully confused and contradictory. A *Newsweek* poll last year that asked students whom they admired most found that many said "Nobody" or gave names like Y. A. Tittle or Joan Baez. It is no longer rare to find students on some campuses dressed in an Ivy League button-down shirt, farmer's dungarees, a French beret, and a Roman beard —all at once. They argue against large bureaucracies, but most turn to the industrial giants, not to smaller companies or their own business ventures,



The alumni lament: We don't recognize the place

when they look for jobs after graduation. They are critical of religion, but they desperately seek people, courses, and experiences that can reveal some meaning to them. An instructor at a university in Connecticut says: "The chapel is fairly empty, but the religion courses are bulging with students."

Caught in the rapids of powerful change, and left with only their own resources to deal with the rush, the students tend to feel helpless—often too much so. Sociologist David Riesman has noted: "The students know that there are many decisions out of their conceivable control, decisions upon which their lives and fortunes truly depend. But . . . this truth, this insight, is over-generalized, and, being believed, it becomes more and more 'true'." Many students, as a result, have become grumblers and cynics, and some have preferred to withdraw into private pads or into early marriages. However, there are indications that some students are learning how to be effective—if only, so far, through the largely negative methods of disruption.

IF THE FACULTIES AND THE STUDENTS are perplexed and groping, the alumni of many American colleges and universities are positively dazed. Everything they have revered for years seems to be crumbling: college spirit, fraternities, good manners, freshman customs, colorful lectures, singing, humor magazines and reliable student newspapers, long talks and walks with professors, daily chapel, dinners by candlelight in formal dress, reunions that are fun. As one alumnus in Tennessee said, "They keep asking me to give money to a place I no longer recognize." Assaulted by many such remarks, one development officer in Massachusetts countered: "Look, alumni have seen America and the world change. When the old-timers went to school there were no television sets, few cars and fewer airplanes, no nuclear weapons, and no Red China. Why should colleges alone stand still? It's partly our fault, though. We traded too long on sentiment rather than information, allegiance, and purpose."

What some alumni are beginning to realize is that they themselves are changing rapidly. Owing to the recent expansion of enrollments, nearly one half of all alumni and alumnae now are persons who have been graduated since 1950, when the period of accelerated change began. At a number of colleges, the song-and-revels homecomings have been turned into seminars and discussions about space travel or African politics. And at some institutions, alumni councils are being asked to advise on and, in some cases, to help determine parts of college policy.

Dean David B. Truman, of New York's Columbia College, recently contended that alumni are going to have to learn to play an entirely new role *vis-à-vis* their alma maters. The increasingly mobile life of most scholars, many administrators, and a growing number of students, said the dean, means that, if anyone is to continue to have a deep concern for the whole life and future of each institution, "that focus increasingly must come from somewhere outside the once-collegial body of the faculty"—namely, from the alumni.

However, even many alumni are finding it harder to develop strong attachments to one college or university. Consider the person who goes to, say, Davidson College in North Carolina, gets a law degree from the University of Virginia, marries a girl who was graduated from Wellesley, and settles in Albuquerque, New Mexico, where he pays taxes to help support the state university. (He pays Federal taxes, too, part of which goes, through Government grants and contracts, to finance work at hundreds of other colleges and universities.)

Probably the hardest thing of all for many alumni —indeed, for people of all loyalties—to be reconciled to is that we live in a new era of radical change, a new time when almost nothing stands still for very long, and when continual change is the normal pattern of development. It is a terrible fact to face openly, for it requires that whole chunks of our traditional way of thinking and behaving be revised.

Take the standard chore of defining the purpose of any particular college or university. Actually,

some colleges and universities are now discarding the whole idea of statements of purpose, regarding their main task as one of remaining open-ended to accommodate the rapid changes. "There is no single 'end' to be discovered," says California's Clark Kerr. Many administrators and professors agree. But American higher education is sufficiently vast and varied to house many—especially those at small colleges or church-related institutions—who differ with this view.

What alumni and alumnae will have to find, as will everyone connected with higher education, are some new norms, some novel patterns of behavior by which to navigate in this new, constantly innovating society.

For the alumni and alumnae, then, there must be an ever-fresh outlook. They must resist the inclination to howl at every departure that their alma mater makes from the good old days. They need to see their alma mater and its role in a new light. To remind professors about their obligations to teach students in a stimulating and broadening manner may be a continuing task for alumni; but to ask the faculty to return to pre-1950 habits of leisurely teaching and counseling will be no service to the new academic world.

In order to maintain its greatness, to keep ahead, America must innovate. To innovate, it must conduct research. Hence, research is here to stay. And so is the new seriousness of purpose and the intensity of academic work that today is so widespread on the campuses.

Alumni could become a greater force for keeping alive at our universities and colleges a sense of joy, a knowledge of Western traditions and values, a quest for meaning, and a respect for individual persons, especially young persons, against the mounting pressures for sheer work, new findings, mere facts, and bureaucratic depersonalization. In a period of radical change, they could press for some enduring values amidst the flux. In a period focused on the new, they could remind the colleges of the virtues of teaching about the past.

But they can do this only if they recognize the existence of rapid change as a new factor in the life of the nation's colleges; if they ask, "*How* and *what kind of* change?" and not, "*Why* change?"

"It isn't easy," said an alumnus from Utah. "It's like asking a farm boy to get used to riding an escalator all day long."

One long-time observer, the editor of a distinguished alumni magazine, has put it this way:

"We—all of us—need an entirely new concept of higher education. Continuous, rapid change is now inevitable and normal. If we recognize that our colleges from now on will be perpetually changing, but not in inexorable patterns, we shall be able to control the direction of change more intelligently. And we can learn to accept our colleges on a wholly new basis as centers of our loyalty and affection."

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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OPPORTUNITIES FOR LEARNING

By SYD SALT

Principal of Glenbrook South High School, Glenview, Illinois



DR. SYD SALT, '51, '52
ED. D. (Harvard) '60

Almost five years ago this Jerseyite was presented with the possibility of moving to Illinois to participate in the planning, organization, and establishment of a new high school to serve a midwestern community. The new institution would be unique in that it would be an effort to provide in one location a large number of the educational innovations which might characterize the 1960's. Fellow alumni have asked about our progress during the intervening years. The purpose of this report is to tell about the success or failure of a few of the projects and to share some general observations.

FLEXIBLE SCHEDULES—Glenbrook South High School was the first to institute a modular schedule showing a natural transition from a seven-period to a twenty-three module flexible program. Basically, our day is broken into twenty-one modules of twenty minutes each—with two modules of fifteen minutes. This allows the School to offer thirty minute courses in driver education; forty minute courses in lecture areas; fifty-five minute courses for laboratory programs; eighty minute courses for advance placement sections of English, math, foreign languages, and social studies; and two-hour courses for all advanced placement responsibilities that involve laboratory work. Additionally, there are twenty-minute seminars scheduled in science throughout the day and there are some twenty-two points at which students may be scheduled for speech correction, remedial reading, library, use of the language laboratory, counseling, etc. The faculty has made an appraisal of this program, which was instituted four years ago. The result was an overwhelming support for its continuation and development.

COMPETITION—A noticeable and healthy competition exists among the high school districts. This sometimes is considered community pressure related to college admissions, but more often it amounts to a wholesome concern for keeping up with the times.

The newness of many schools in this area disallows the often false self-satisfaction of tradition. Our achievements with youth are measured by the successes of very recent times and not the kudos of 1930. The community and the school were delighted to win the first NATION'S SCHOOLS award "for the proper provision for the educational needs of the community." Nevertheless, the distinction of doing something a little better is important in this area with or without an award. We've yet to find a nearby high school which wouldn't be insulted by being considered "average".

AUTOMATION—Experience here suggests that automation does not necessarily save money in the sense that the budget will be lower. To illustrate: when report cards and their mailers are prepared by machine, there is a cost factor for the equipment and

operators. However, teachers are released from this clerical assignment and available for increased teaching service. When the computer operates for scheduling advantages, administrators are released for other more ability-demanding considerations. Incidentally, even the attendance and athletics eligibility lists are prepared by an IBM program. Teachers do not see attendance registers.

FINANCE—An educator from New Jersey stepping into this district would immediately be impressed with the manner in which schools are financed. This community is similar to many new well-to-do New Jersey communities. Nevertheless, it can be shown that Glenview has spent over $1,000 per student each of the years that Glenbrook South High School has been operating. Our projected cost for next year is above the $1,100 mark. Part of the reason behind such evidence of strong school support is that educational funds are obtained on the basis of a continuing tax rate. The school budget does not go up for a community vote each year. We are allowed by law to tax up to $1.60 per one hundred dollars of assessed valuation for the instructional phase of our expenses. Other rates are established for building operation, retirement, and building bonds. The current ceiling in total is about $1.87. As long as the board of education can operate with its present tax rate, it need never to go to the public for a referendum, other than for building construction purposes. A school district does not start at the $1.60 rate but considerably below that, and may move up toward the $1.60 maximum at a rate of $.21 or less per vote. A community such as Glenview, which has an industrial area on its outskirts, tends to be more fortunate than those which do not. The national headquarters of Scott-Foresman, Allstate Insurance, A. E. Nielsen, Culligan, are among the prominent tax ratables being constructed in this school district. This will improve our tax base considerably and make less of a demand upon home property taxation, while decreasing the number of times when the community would be called to vote an increase in the rate.



Glenbrook South High School

WINDOWLESS CLASSROOMS—One of the characteristics of Glenbrook South High School is that it is designed with almost all classrooms windowless. This was done for a number of reasons. We are adjacent to the National Headquarters of the Naval and Marine Air Reserve Training Command. The aircraft would provide a sufficient number of sight

and sound distractions to present instructional problems. A study has been made by our director of testing and research regarding teachers' feelings about teaching in windowless classrooms. In general, it can be stated that teachers who have experienced in both windowed and windowless classrooms tend to prefer the windowless classrooms. In some areas, such as architectural drawing, we have been able to measure an increase in student productivity. A group of outside consultants were asked to study a projective test given to students in an effort to assess their reactions to windowless rooms. Although the data is inconclusive, it would appear that there are some students who should be given greater opportunity to have their classes in windowed rooms. Further research regarding the emotional effects upon students is suggested.

AIR CONDITIONING—This high school was one of the first of the northern schools to be fully air-conditioned. This principal can endorse the air-conditioning of schools. There is no question that the students can concentrate better during the early fall and late spring months. Additionally, the air-conditioning tends to encourage a higher enrollment for the summer school compared with schools wherein air-conditioning is not available.

TEAM TEACHING FACILITIES—This is one area that seems to develop hand-in-hand with teacher understanding of modern techniques of instruction. The school has been equipped with sixteen rooms, each of which has one or more walls that open to change room size. The turning of keys set in motion the machine driven sound-proof folding walls. It is possible in two locations to make six rooms out of one large area. There is no doubt that the facilities tend to encourage the development of creative instructional practices. The expenditure has proven to be worthwhile. The flexible facilities accommodate interdepartmental and situational programs, as well as collaborative teaching. Nevertheless, we have a long way to go before maximum utilization is made of the facilities.



Student Lounge and All-Glass Stairwell at Glenbrook South

ADVANCED PLACEMENT—There are advanced placement courses in most academic areas at Glenbrook South. We believe this is very important. It does increase learning opportunities and allow for the more able students to score well on the College Entrance Examination Board tests. The test is im-



portant. Striking as it may seem, this School with its first senior class had youngsters admitted to Harvard, Yale, Stanford, Radcliffe, Smith, and many others—before notice of accreditation was received from the North Central Association of Secondary Schools and Colleges. However, the CEEB test results were available.

SPECIAL EDUCATION—A model program has been established to provide for educationally mentally handicapped students. These are the youngsters with approximately one-half to three-fourths "normal" intellectual ability. Basically, our plan involves a compartmentalization of the space given to the program. The central area is a classroom for purposes of teaching academic subjects to fifteen youngsters. To the right of this room is a kitchen for basic home economic skills, to the rear is a storage area adjacent to a multipurpose art section, and another compartment is provided for conference and study purposes. We schedule the retarded children into physical education, art, music, and other programs almost immediately. As soon as the youngster has met the basic level of achievement for placement into a course in another area, we do it. There is a work program for these children and they are supervised jointly by our specialist and the cooperating employer.

NON-GRADEDNESS—Although this School has not publicized the fact, the theory behind our curriculum organization gives recognition to the significance of non-gradedness. We do have speech and reading specialists who provide services which in many other districts would only be available to elementary students. We believe that it is our job to pick the students up at that level of achievement that we find them. This means that we do teach in our high school what might be ordinary to some elementary schools. We also teach college courses. Nevertheless, we have a sufficient number of levels so that a youngster may be moved to a group appropriate to the point of achievement he has reached. Visitors to our building are sometimes surprised to learn that a student can complete the algebra course in six months, one year, two years, in some cases points in between these measures. This is in large part our recognition of the individual differences among our students.

GUIDANCE—Because of the modular schedule we can provide group guidance almost at will. We merely take two modules and put them together to create an extra period. This is an over-simplification perhaps, but it might be mentioned that all academic-lecture courses are either preceded or followed by a fifteen-minute module for individual and small group study. These modules are then united for the purposes of group guidance when necessary. We believe in Dr. Conant's recommendation that there be one counselor for three hundred or fewer students. In addition to general purpose counselors, we have a full time social worker, a half-time college placement counselor, and the services of a psychologist.

HEAD TEACHERS—The school was designed with departmental leadership in mind. Our department chairmen are referred to as head teachers—inasmuch as each one teaches at least one course; otherwise, we have modified our head teacher program so that the functions of the department heads are primarily conventional in nature. Original plans involved having a head teacher for each of the 4 schools of 600 students each at Glenbrook South. We've economized in this regard.

DISTRICT ORGANIZATION—Articulation can be a very complex problem in our locality. The high schools and elementary schools have different boards of education. The elementary (kindergarten through grade eight) district does not have sending lines that are co-terminous with those of the high school. Therefore, a junior high school serving most of a community may send its graduates to four high schools. Our high school district, like many others, serves a geographic square (Township) and has a student enrollment from many communities and parts of communities.

CIVIL DEFENSE—The central area of our physical education section is reinforced concrete to a thickness to survive the impact of an atomic blast. Our student body could be contained there, but we're

still seeking a satisfactory method for filtering radiation from the air.

INDEPENDENT STUDY—A modest plan has been instituted wherein students are selected to pursue special programs agreed upon by a faculty advisor. The student is provided with a special identification eard which excuses him from all study halls and, on occasion, classes.

INTERDEPARTMENTAL, SITUATIONAL, TEAM TEACHING there isn't a great deal of this, but an example is when the modular schedule is employed to allow a team of teachers with secretarial aid to be scheduled for two months for treatment of a specifie need, such as explaining the fine arts program to freshmen. An extra period is created from study modules and the team can involve representatives from the areas of art, music, social studies, drama and speech. Secretarial assistance ean be provided on a temporary basis for the team. We do not give course credit for the situational programs. Usually the program will be aimed at an entire grade level.

OUTSIDE AID—Prior to the principal's arrival, a modest grant from the Edueational Facilities Laboratories, an organization supported by the Ford Foundation, was received for the purpose of finding new ideas and practices that would result in a building with the most modern, yet defensible, construction features. Hopefully other persons with building coneerns would see Glenbrook South. Our visitors from out-of-state and foreign countries have been numerous.

TEACHER SALARY—Beginning teachers without experience start at $5,500 to $6,500, depending on which of 7 classifications they fit, from B.A. to Ph.D. A department head's top salary would be $12,500 or $13,200—depending upon whether he had an M.A. or Ph.D. Teachers without minor administrative assignments are paid a top salary from $11,672 to $12,383, depending upon preparation. A generous extra-pay guide for other duties is used. If one of our staff substitute teaches (which we allow but do not require), he is paid at the rate of $5.00 per period.

INSTRUCTIONAL MATERIALS CENTER—One of the concepts embodied in our organization is that the library would only be a part of the area set aside for material and human resourees.



The instructional material center includes the central repository for printed materials; as well as our audio-visual aids section with facilities for a director and a secretary, the faculty library, a research seetion, and a classroom for library instruction.

These are but a few of the characteristics of this institution. Perhaps another time it might be possible to report on the seminar program and its facilities, our domed and eircular gymnasium, complete with indoor track, and basketball seating facilities for 2,500 spectators; an unorthodox design for a swimming pool under construction—with 800 seats for the fans; programmed instruction, provisions for educational T-V; unusual course offerings available in a system which employs a flexible schedschedule; student awards (Merit Scholars, Westinghouse Science Talent award winners, in academics National Council of Teacher of English winners, etc.) and athletics (Conference champs in football, our 15-1 basketball team, etc.), reeruitment of personnel in an area where the supply of highly qualified teachers is relatively low; construction features such as four team teaching stations in a 1,500 seat auditorium; the student radio stations at schools in Northern Illinois, our independent study program, plans for development of the 80-acre site, and a bundle of matters related to athletics and other student activities.

Some folks think we're trying to build a haven for the creative, the imaginative, the innovators; and perhaps we are.

A eredit should go to one of our MSC alumni, Dr. Ed. J. Meade, Jr., who first brought the proposed Glenbrook project to my attention.

All this has its advantages and disadvantages, as is the case in New Jersey. Many wonderful innovations and traditions can be found in the Garden State. Add to that considerations of terrain, climate, and cultural traditions, and we'll admit that in New Jersey's own way it also is a fine location for service in education.

People of the Wind

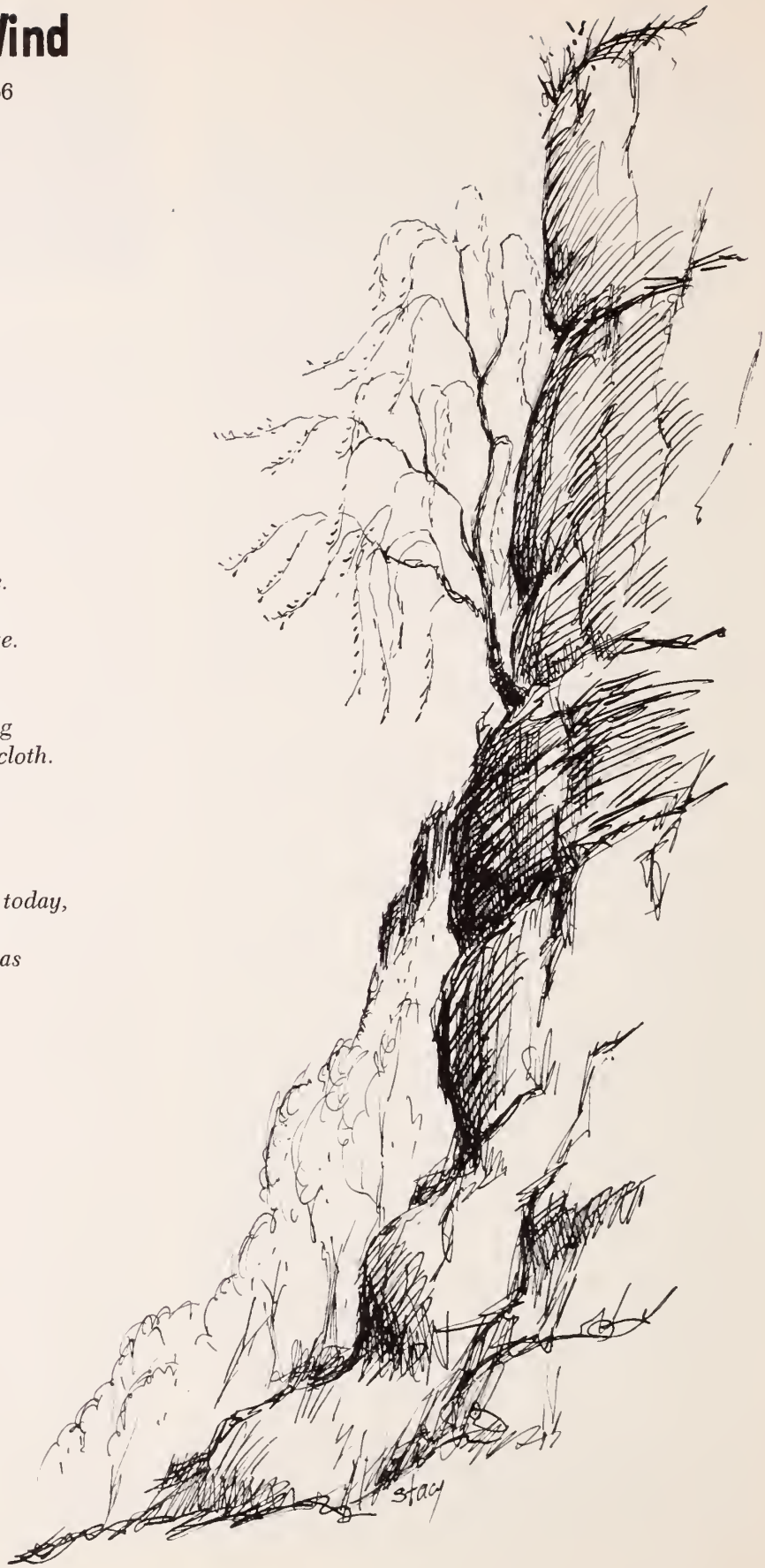
By Katherine Otto Stacy, '56

The little girl looked around.
I like this place so much
she said.
I like it because it is high and
I can look over the edge and there
is never anyone here
Down very far are houses and trees,
but here there is only sky and one tree
but it is too far over the edge
and too small to hold me
And I do not feel the cold when I
come here
But before she left she
stretched to touch the tree
as she had stretched to touch it
The other times she had been there.
She could not; it was too far
over the edge.

Home was warm, and a woman
was bending over the table straightening
a cloth.
The woman said how was school today.

The little girl started to say it was just
the same but then said
The teacher singled me out in class today,
Mommy. She told me my work was
better than anyone else's and she was
so glad to have me in class because
she liked me.
The woman looked at her.
She is doing it again
she thought.
She is always doing it and I don't know
what to do about it.

The next day in school the little girl's
friend asked her how her puppy was.



The little girl said
He is a very unusual puppy.
He talks to me and does some of my homework.

He is a smart puppy but he is not so good in spelling and I have to correct him

Her friend thought
It is not true and it makes her sound funny.
She is a funny person.

In class, the teacher, after talking about occupations, said to her children
Now tell me what some of your parents do.

The little girl said
My father studies about insects.
He has a little plot of ground roped off in our backyard and he studies them with charts and a magnifying glass. He knows all about them and he is still always learning more.

The teacher thought
This has gone too far. We keep allowing her to continue and it is not good for her or the rest of the children. I will check on it tonight.

The little girl came home from school later than usual that day. The way home had been so full of wind and puddles with stones in them that she had stopped and watched the people living in the wind and puddles. They had led her
to the edge
and she had stopped and watched the tree
and stretched for it;
but she had not touched it—
It was still too far over the edge.

Home was warm but this time
The woman was not bending over the table:
She was standing by the wall with the teacher and another man.

What is wrong today
she thought.
It is so strange in the house
It is as if the window was left open
and cold air has come all over the room.

Hello
she said.

Dear,
said the woman,
We want to talk to you.

Yes
the little girl said.

The man started talking; his voice was low and quiet.

I do not trust you
she thought.
I do not think that you will know
what you are talking about.

He was saying we have come to talk to you about the stories you are telling.

What stories
she said.

The stories about your dog and your home and yourself. Why you do not even have a dog
he answered.

I do not even have a dog?
she said. And then—
And I do not have a father who studies insects or a teacher who tells me she likes me because I do so well?

No
the man said.

I have slippers with rabbit ears on them and a picture of a running horse,
she offered.
They do not mean anything except that you have slippers and a picture of a running horse
he replied.

Then it is that I was just mistaken
I thought I had the other things and
I was only mistaken? I had forgotten,
she pleaded.
No

the man said.

You were not mistaken and you had not
forgotten; you knew it wasn't true and
you said it was.

All of it?
she asked.
All of it
he answered.
Yes
she said.

It was late but the little girl could not leave.
The height of the ground was comforting
and the night sky was so large.

Finally
she stood up and again stretched out
to touch the tree.
She stretched until she felt that
her feet were no longer on the ground.
This time her hands curved around its
rough surface; she did not hear its crack.

I have reached it—
she said.



THIS IS MY HOME

Gaunt trees hold the fading day,
And darkness pours into some street;
I find a path along the way,—
Beyond, a house—where four will meet.

(The rich glow of a wintry hearth,
And the kindliest smiles on earth—
Soft lamps within a shaded room
Where spirits frighten back the gloom
A little girl holds to your hand—
Then mind meets mind; eyes understand.)

Ann Wolfert, '33

THE COOPERATING TEACHER: A FACTOR IN TEACHER EDUCATION

By ROSE SENA STAHNTEN, '48
Principal, Grover Cleveland School, Hillside



Rose S. Stahnten

The student teaching experience can be a trying ordeal. A time for growth becomes a time of disillusionment despite the well meaning efforts of the college student and cooperating teacher.

The college prepares the future teacher to adjust to various types of teaching programs, but the responsibility for interpreting the particular school system rests with the cooperating teacher. Too often the role of the cooperating teacher is vaguely defined and the efforts of even the most competent are not fruitful. Concentration in seven areas would give direction to these efforts.

—A good cooperating teacher analyzes his own motivational factors in accepting a student teacher. Guiding a student requires time, effort and responsibility, and does not mean an opportunity to divide the teaching load. If other duties or concerns such as illness, family problems, college courses, etc., will not permit this extra expenditure of energy, this assignment should be postponed until attention can be devoted to the student teacher and his problems.

—The interested cooperating teacher accepts responsibility for making the student a part of the school program. The student should be provided with a desk or corner for equipment. Familiarity with school policies and routines is necessary if the student teacher is to develop confidence in his new situation. Such matters as homework, grading, and attendance should be carefully reviewed. Alerting the student about PTA meetings, curriculum meetings, and faculty meetings that require his attendance helps the student understand his obligations in the total school program. Information about lunch facilities and faculty smoking rules can make his brief stay more pleasant. Schools vary in so many details that the student needs a specific orientation.

—The cooperating teacher who accepts the college supervisor as a partner with mutual professional concerns establishes a good working rapport for all involved. The student should not be permitted to pit one against the other. Agreement in standards for lesson plans and classroom responsibilities will set reasonable boundaries within which the student is expected to perform.

—The student teacher has a right to expect guidance during the intern period. A sincere cooperating teacher will avoid the "Let's see you perform!" attitude and will not expect the student to be an accomplished teacher. The student has much to learn. A major criticism about student teachers is that they do not know how to observe a teaching situation. If this is so, be definite about details

of the lesson the student should observe as you teach.

—A confident cooperating teacher will give the young student opportunities to experiment wth some of the good ideas he received in his college training. This aspect of improving teaching methods should be encouraged. There are many ways to teach a good lesson and many variations. The novice who reveals a real desire to improve the techniques of the profession should not be stymied.

—The need for evaluation should not be overlooked. Periodically the student needs to discuss strengths and weaknesses with the one who observes him at close range. The cooperating teacher sets a definite program for improving performances. Growth in the student's preparation, classroom instruction, and classroom management requires careful analysis. At no point in his progress should the student have to speculate about his accomplishments.

—Last, but not the least of the seven, a confident cooperating teacher is loyal to the school he represents. The best aspects of the school program should be emphasized. Highlighting the inadequacies of the school system, or undermining the work of administrators and fellow teachers with petty gossip and criticism serves no useful purpose. A positive approach in improving the profession fosters an enthusiastic attitude for the newcomer.

The cooperating teacher is a key factor in the training of future teachers. The more effective the role, the better the future of the profession.

DREAMER BORN

I fear too much with dreams I spend the time
Which others use for betterment of self;
For surely life must shame those books of mine,
That form a solid row upon my shelf.
How well I know that men will laugh in scorn,
At what I turned myself from life to hold.
I smile and sigh, for I am dreamer born,
And count my fantasies as miser's gold.
And when in idle thought my mind dwells long
On things which men would wrest from fortune's grip,
I find the bonds of solitude too strong
For me to loose, and back to dreams I slip.
Let others crowd to proud ambition's door,
But give me dreams, I do not wish for more.

George Harriston, '49

MIRAGE

The ocean waves come rolling in along the beach.
A great white froth of surf, surging up over the land.
The shore is empty, save for one lone man
Walking slowly, just out of the ocean's reach,
A speck of motion soon to disappear beyond the crest of a distant hill.
Now the rising surf laps over the shore where the solitary figure passed,
And footsteps, left behind in the soft sand, are quickly erased by the waves
As identity is effaced by time.

Ruth E. Ivers, '61

College Heights

Continued from Page Eight

Everyone else had been through the same thing, and the neighbors came in and offered wise suggestions, all quite diverse. Somewhere among these ideas, you would find one that worked, and then all you had to do was to clean up the mess and go on with your life. But company? You always had company. It was wonderful if you were facing some domestic crisis and needed help; but you had company whether you needed anything or not. "There was always somebody just coming; somebody just going; and somebody *there.*" And now, nineteen years later, they all tell you they just loved it.

It is a temptation to cite a few names of former citizens of College Heights who have become famous; but that could be very misleading. There were nearly two hundred people; and they are now scattered far and wide. While the bulk of them seem to have stayed in education, these people—husbands and wives—have really fanned out to penetrate almost all of the areas of the modern world. The ones that are deans and professors and department heads and school administrators are a comforting lot to hear about, because most of our readers can "place" such positions and can evaluate the importance of such posts. But the ones who are in research; the ones who are "with" the big corporations; the ones who are doing things in the business world—these are more difficult to evaluate. And the ones we can't even *find*, might be bigger than all of the others. Hence it would be well to say that the aggregation of people who once lived in College Heights on the Montclair campus have gone on to enrich the whole society of which they are a part, showing an extraordinarily high degree of leadership wherever they have gone. And some part of their success must surely have roots in the great experience of communal living in a combination mud-puddle and dust-bowl, but in the midst of a group of people all of whom braced their backs and faced down their adversities in their determination to get ahead.

But this group of people had previously been selected by fate to play an important role in their own time. So the College Heights community cannot claim more than a share of the credit. These were the veterans who came back from the four corners of the earth, to start life all over again. They had seen enough of life and enough of the world, so that they could not easily be deluded. But they were—more than most college generations—realists. They were hungry for what college can mean in a person's life. They went after it, and they ate it up. Their presence on the campus started a renaissance in the war-weary curriculum, and in the faculty as well. They brought a ferment of intellectual curiosity and of mental and spiritual intensity that vitalized the college generation what they came to dominate. The faculty almost immediately became alert, to be teaching this new kind of person. Some of the returning veterans *were* faculty (and among them, some lived in this same College Heights). What they imparted to the scene—students and faculty alike—was *excitement.* These were exciting days not only because the veterans had come home, but because these people were committing themselves to the career of education.

The funny buildings of College Heights have been torn down and carted off, leaving no mark to show, even, where they once stood. But the former residents of those buildings gave to the college itself a distinct lift while they were in it; and afterwards they and their compatriots from the other colleges—their whole generation—gave to the entire educational world a new sense of direction.

FIRE HYDRANTS

Red paint chipped and faded,
They stand on sidewalks throughout America.
Stopping-places for canines,
Lifeline for firemen,
But to children
on hot summer days, something different.
Turned on with fathers' wrenches,
Their content pours into the street.
Urchins back their little fannies up to the spout;
And water arches over their backs,
And falls like rain on comrades.
They run through puddles yelling and
Laughing, oblivious of the heat, until
Someone yells "cops," and they scatter.

Jerrold L. Jeronen, '6

THE REQUISITES OF

By LAWRENCE H. CONRAD
Professor Emeritus of English

Most of the interest in the field of education is in teaching rather than in learning. As a consequence, we tend to overlook or even to forget the vast amount of knowledge acquired without supervision by earnest and determined people throughout the world. What is learned in the academies is a small fraction indeed of the learning by which mankind advances. And the methods and procedures followed in the schools are by no means the prevailing ones in the world of education. Hence in setting up our programs of "general education," and in revising and improving our educational system generally, we ought to draw rather more upon mankind's practical experience in learning than we have been inclined to do. We ought to explore the larger warehouses of learning, surely, before we press our final search of the smaller receptacles into which we have been peering.

All of the trades and occupations of the human race; all of the arts and sciences by which men have lived and have made their lives pleasant, were communicated for many thousands of years from generation to generation without benefit of a schoolroom or of the appurtenances of modern academies. In fact, in the commonest kind of learning, the teacher and the pupil are involved in some piece of work they are doing together. Strife and warfare have been called the greatest incentives to research and the discovery of knowledge. By the same reasoning, work and friendship have all along constituted the true "fellowship in learning."

Wherever learning takes place freely and readily and in notable measure, the requisites of learning are being met. If we wish to see the steps by which learning is accomplished, we should study it in its natural state. It may be that neither a teacher nor a classroom is essential. The primary impulse behind learning is a curiosity within the individual, a desire to know, an urge to question some part of the environment. In school or out, and at whatever age level, the learner asks himself questions concerning everything. The questions he may need to ask are only a few in number; and usually no more than half of them will need to be answered in any given situation.

1. What is this thing?
2. How did it get her?
3. What forces produced this result?
4. What relation does this have to the other things round about it?
5. What is its age, its origin, its place in nature or in life?
6. How does it work?
7. Of what use is it?
8. How do you know?
9. Are you sure?

These are the questions underlying mankind's whole search for knowledge. Learning, of course, consists in finding answers for the ones that apply in any given situation. In early childhood, these questions are flung upward and are promptly answered by some adult. Such answers are seldom permanently enlightening or satisfying. But it is true that some individuals continue throughout life the practice of asking their questions aloud and of accepting without much discrimination the answers that are forthcoming. The most vital and useful learning, however, occurs when the learner happens to find the answers to his own questions, largely by his own efforts. He may have to search long; but he should not wait long before starting, for there are not many different ways of proceeding. All of the ways by which we acquire knowledge may be reduced to a mere handful, and only the most exhaustive inquiry will involve all of them. Every learner should have some experience with the common procedures, and should be able to move nimbly from one to another of them.

1. By making careful and even minute observations.
2. By making further "check-up" visits to the spot.
3. By exploring the surrounding area.
4. By finding and comparing other examples of the same kind of thing.
5. By reflection: organizing his impressions in his own mind.

6. By discussion: two or three learners comparing impressions and thoughts about the thing observed.
7. By study: in handbooks, guide books, reference books.
8. By consultation with someone who knows.

Of course, he may do a poor job of observing, of exploring, of reflecting, or of studying. A poor job will get him a poor answer. A good job involves some training; and here, it would seem, is the opportunity of the schools to provide exercises in the processes that are truly fundamental in learning. Education ought to ask itself what basic skills everyone ought to learn so that, possessing them, he may be able to conduct his own learning experiences, in or out of school, with or without a teacher. The first task of the schools should be to teach those skills.

1. Everyone should have a technique for making systematic observations.
2. Everyone should have a technique for general problem-solving.
3. Everyone should have techniques for weighing, measuring, estimating distances, orienting himself, etc., without instruments.
4. Everyone should have an ability to draw—to make his own record of observations, and for conveying to others an accurate sense of shapes and relationships.
5. Everyone should have an ability to make completely reliable computations, both on paper and "in his head," using arithmetical processes.
6. Everyone should have an ability to reason, both inductively and deductively, and to follow the reasoning of others.
7. Everyone should have an ability to read orders and reports and extended explanatory material, with enlightening results.
8. Everyone should have an ability to convince others, both in speech and in writing, of the validity of his own conclusions.

But most of all, there are habits underlying learning, without which the learner could do little more than memorize what he is told and what he reads. Unless these habits are instilled early in the learning process, and are maintained to the end, we shall have a sorry return for the time and effort we put into education.

1. Alertness: the habit of being aware, of noticing everything.
2. Resourcefulness: the practice of bringing all of one's knowledge to a task, and one's shrewdest thinking.
3. Persistence: the inclination to continue when no immediate results appear; and to press further when convictions are beginning to form.
4. Earnestness: the kind of devotion to one's interests that overcomes timidity and enables one to carry a worthy inquiry to the door of the final authority on the subject, if need be.
5. Integrity: unwillingness to cheat oneself, to help anyone else to do so, or to profit from any dishonest practice.



LAWRENCE H. CONRAD

GENERAL LEARNING

The production of these traits and qualities would be an aim that could easily unify all of the various goals of education. Every step of progress made would be reflected in acceleration of pace along the paths of learning. Also, as it happens, the formation of these habits would constitute a sound character-training. Heretofore, character education has been associated with moral and religious aims, and the schools have feared to give more than lip-service to it. But if it can be undertaken for social and secular ends, and if, undertaken in that spirit, character-education makes a sound contribution to the growth and adaptation of the individual, secular learning may find at last the anchorage for which it has groped since the beginning of the Christian era.

All of the requisites of general learning come into play when a group of children with a group leader have gathered around a plant, a rock, or an animal's nest, to ask their own questions about the phenomenon, and to seek their own answers.

1. What is this thing?
2. How did it get here?
3. What forces produced this result?

The questions are asked because the children want to know; the observations are made immediately, on the spot; discussion springs up among them, they argue, and some conclusions are suggested. Ultimately, the inquiry will be supplemented by reference to books, pictures, or similar situations elsewhere in nature. It is not like reading the whole thing out of a book or hearing about it in a lecture. It is very real, for the children learn by adding to their permanent store of knowledge, facts they have themselves discovered and verified. They believe what they learn in this manner; they regard it as important; and they put it to use in their lives.

This procedure is not restricted to use in the country or in the woods, from which situations we have drawn the previous examples. It is equally useful in town. In the city, the group might gather about a hydrant, to learn of the city water supply, or to inquire into the health program of their community, or to learn what is being done for the protection of life and property from the dangers of fire.

1. What is this thing?
2. How did it get here?

They might explore the operation of the national government in all of our lives by simply gathering around a letter-box and commencing the same inquiry. Or they might go to the very depths of the local government by gathering near an intersection where a policeman is directing traffic.

1. What is this thing?
2. How did it get here?
3. What relation does it have to the other things round about it?
4. How does it work?
5. Of what use is it?

Or they might stop beside a public service utility-pole, an open manhole in the street, a police-patrol car, a storm-sewer opening, a fire-alarm box, a sidewalk grating, a public telephone booth, a billboard, a jail, a truck that is loading or unloading, workmen on a scaffold, a cemetery, a church, or a window display. Wherever the quest for knowledge commences in reality—and not in a mere theory—all the requisites of general learning come normally into play. And the full technique, once made familiar, is useful to the learner in nearly every kind of situation throughout all of his life.

Young people who have received such training as this could enter any one of the learned professions with some confidence. They would be sharp enough of eye and mind to continue their professional growth indefinitely. They would have a high sense of honor. They would always seek to know what they were doing, and would have ample means of justifying, to themselves and to others, the way they had chosen to spend their lives.

Young people who have received such training as this could step into the business world and make themselves somehow useful at once. They would be fully awake and aware. They would possess basic skills that have many applications. They would be reliable and self-reliant. They would be rapid learners of anything new. They would not be easily corrupted. Best of all, they would know a reliable method of thinking, of reflecting, of deducing. In the more advanced areas of thought, they would have to learn to put their habits and skills together in new combinations; and there is no guarantee that all of them could make such adaptations. But in the world of practical affairs, everyone trained in the foundations of learning can acquire some knowledge, and can therefore have mastery over some small part of the work of the world.

Nothing, we may suppose, could make a greater difference than that. And nothing could serve as a stronger argument for revising the educational sys-

(Continued on Page Thirty-four)

THE THREE GENE MALESKAS

By WILLIAM A. CALDWELL

It is appropriate to start with a couple of books.

> *The Story of Education*, by Carroll Atkinson and Eugene T. Maleska; Chilton Books, Chestnut at Fifty-sixth Street, Philadelphia 39; 492 pages; $10.

This is the first one, and it is one of the heaviest books I have ever set out to read. It weighs two pounds flat on the household postal scales. Perhaps I should say no more. This book may become a national cause or a national scandal. Its central argument is that the destiny of mankind depends on the success or failure of the schools in your town. That argument will have to be examined, pleaded, and disputed in a dozen national conferences. It is too much for me to handle alone. So I propose to turn now to the second book, which comes closer to being within the scope of my endeavors.

> *Sun and Shadow*, by Eugene T. Maleska; Fine Editions Press, 210 East 39th Street, New York 16; 64 pages; $3.50.

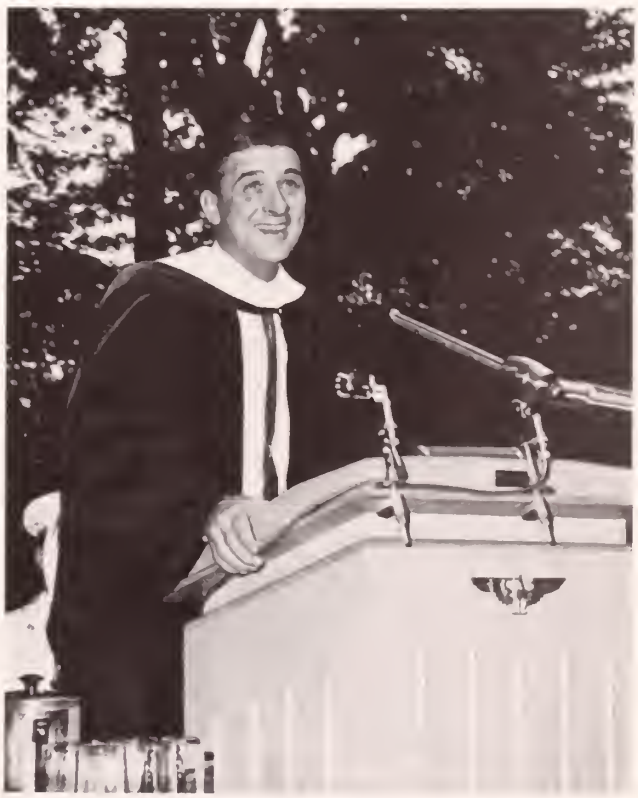
This is a small volume of poems. So I say this is really more like it. The man who is behind both of these books must surely be a man of parts. Let me tell you about him.

Call him Sam Lake. That's what from time to time he calls himself. One of the Eugene T. Maleskas who live at 20 Weil Place, Cresskill, New Jersey, is a tolerably terrifying scholar: Assistant Superintendent of Schools of New York City, with his Doctorate in Education from the Harvard Graduate School of Education; Shankland Memorial Scholar at Harvard, specializing in the acculturation of Puerto Ricans into the New York community; former Principal of schools in New York, and teacher at Hunter College and the University of Vermont. That's one Maleska.

There's another. The second is a poet, somewhat shy, somewhat tentative—occasionally so shy that he signs his verse with the name of Sam Lake, which you observe is an anagram on the name Maleska. He was a friend of the late great Negro poet Countee Cullen during the eighteen years he was a teacher and principal in Harlem. . . . "He was a singer caroling in dark," goes the final poem in *Sun and Shadow*. The last lines of the verse and book: "And though his voice will rise no more on earth, its trembling echoes wing him to rebirth."

That Maleska lives with his wife and two children on Weil Place, commutes, worries about the school system, and after all these years writes love lyrics for the lady he's married to.

There's a third Maleska, who is said to be one of the nation's foremost constructors of crossword puzzles, and can prove it by his editing along with Margaret Farrar of the New York Times, of a book of puzzles for children. His own puzzles go into the Times and other papers, and are to be found in all of the books that collect puzzles in book form; and he is noted as an innovator, having invented new types of crosswords as he went along. The Farrar-Maleska book is called "Junior Crosswords," and it is published by Simon and Schuster. John Ciardi insists there is a relationship between power



EUGENE T. MALESKA, '37
Receiving Honorary Doctorate at the College at Commencement in 1963

as a poet and command of vocabulary, but the argument is difficult; let it go. Well, what sort of English does an educator write? Public School 169 is a Manhattan school composed of Negro children and 27 different nationalities of white children. Maleska, who knows it well, writes of it.

P. S. 169

Who wanders in will look on more than school:
For here the young teach action to the old.
In every room the ancient Golden Rule
Becomes alive and stands as only gold.

They need no rule, these children—
black and white—
Who sit together, walk with arms entwined;
So close to God they still reflect His sight;
Not yet the dust of years has made them blind.

Maleska writes much of the city, much of the blackboard jungle which he plainly loves. He has a way of looking at himself:

Though she who bore me had no others,
The paradox is reconciled:
Because of Him who gave me brothers
I never was an only child.

And looking at a countryside you may not have seen, having looked at it daily:

Late afternoon was gunmetal gray
Over river water.
Heavy-coated, it oozed inside the pores
And spread
Across the heart;
Into a slot behind the Palisades
Slipped a nickel-plated sun.

And sometimes dramatic, he paints his memory of the fire at Fletcher's farm:

Old Fletcher's gone—his house, his bones have
gone;
The up-and-coming roam the hill instead
And fret about their mortgages and cars.
But none of them has ever known the dread
Of stallions streamed with fire careering down
To writhe in screaming death beneath the stars.

Eugene Maleska is a various man, able to wonder if the empty shells along a beach had hoped as much as he before a winged invasion came their way, able to shrug over new roads and wrecking balls. "Forget forever, if you can, and let the road go through." It is murderous to pick at a poet, whose business is to say a thing as briefly and well as it can be said; but this is not to praise Sam Lake. It is only to say he's there, and to let you know and help wonder.

General Learning

Continued from Page Thirty-two

tem along common-sense lines. We know enough about learning—and about the learning process—to enable us to bring our educational program, from nursery school to the university, into line with its one chief purpose: the promotion of learning in boys and girls, men and women, in all the walks of life. And if they learn more *out of* school than they learn *in* school, it is a sad commentary on the way our curriculum is organized.

Littlefield

Continued from Page Six

She installed her father and sister in a big barn of a house in Middlebury while she was director of the French Château, caring for them between duties.

She resigned herself to never having a Ph. D. because of damage done to her eyes while she was working on medieval manuscripts at Columbia.

She lived alone in Great Notch for years after she was eighty, reading Greek, tutoring young people, glorying in those occasions when she could come back home to the campus for an Alumni gathering or a Christmas Open House, or a ground-breaking, or a dedication.

There was a toughness in her that made difficulties unimportant. She was always on top of her life, clear-eyed, optimistic, and loving.

Such loyalty and devotion and strength of spirit are not ordinary. These were recognized as special qualities in a special person. She brought out the best in many of us. There was the time, after her retirement, when a hardy group of faculty members volunteered to paint her house which, Dr. Partridge said, had not felt the gentle touch of a brush for fifteen years! Willing hands did the job

on Saturday mornings in appreciation of what Ethel Littlefield had done for Montclair State.

Other gestures of love and friendship followed when there was need. But it is not what we did for her that matters; rather what she did for us.

She allowed us to see for many years how nobly a good woman can conduct herself in trying circumstances. She was disciplined, warm, cheerful, when many would have despaired. She was loyal, honest and kind, when she might have been bitter. She was grateful for her mind, her work, her sensitivity, and she made these productive. She loved with youngness of heart Greek, philology, her white cat Kiah, apple pie, port wine, Dickens, France, fine weather, College Hall—and all of you who were in her classes.

We will remember her long and fondly.

In the spring of 1948, she gave to the Montclair Quarterly a poem she had written in anticipation of her retirement. It says beautifully all the important things. For the next eighteen years, Ethel Littlefield lived out the bright and dauntless spirit of that poem. Her life came to a close on January 21, 1966. Herewith is her poem.

I Will Wear My Years Like a Crown

By E. F. L.

Treading the downward grade
Of life with unfaltering pace,
Undaunted and unafraid,
I will look old age in the face.

I will hold up my head to the light
With never a look cast down
To the shades of the coming night;
I will wear my years like a crown.

And no one shall bid me cease
In the work that is life and breath,
Renewal and rest and release:
No one or nothing, save death.

Curriculum Vitae:

1880	Born in Malden, Massachusetts, August 13.
1899	Graduated from Thayer Academy, South Braintree, Massachusetts.
1899	Awarded a four year scholarship to Tufts College.
1903	Granted A.B. and A.M. degrees by Tufts College.
1903-1907	Principal, Douse High School, Sherborn, Massachusetts.
1907-1910	Robinson Seminary, Exeter, New Hampshire.
1910-1914	Hartford High School, Hartford, Connecticut.
1914-1922	Chairman, French Department, Arlington High School, Arlington, Massachusetts.
1922-1924	Chairman, French and Latin Departments, Washington School, New York City.
1924-1925	Chairman, French Department, Elmira College, Elmira, New York.
1925-1927	Director of French Château and assistant Professor of French, Middlebury College, Middlebury, Vermont.
1927-1948	Associate Professor of Languages, Philology and Phonetics, Montclair State College, Montclair, New Jersey.
1948-1950	Associate Professor of Languages, Fairleigh Dickinson University, Rutherford, New Jersey.

Publications:

Progress Books in French, I and II, American Educational Press, Cleveland, Ohio, 1929 and 1930.

Graduate work:

McGill University, Montreal, Canada, 1911

Radcliffe College, Cambridge, Massachusetts, 1914-1922

Boston University, Boston, Massachusetts, 1914-1917

Teachers College, Columbia University, 1922-1924

Columbia University, New York City, 1927-1934

Ecole Libre des Hautes Etudes, New York City, 1943-1946



THE ALUMNI FORUM

MONTCLAIR STATE COLLEGE / SPRING 1967



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ALUMNI ASSOCIATION
Upper Montclair, New Jersey

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THE COVER OF THIS ISSUE shows the ancient Monte Alban ruins in the State of Oaxaca, Mexico, photographed by Prof. Lawrence H. Conrad, Feb., 1967.

EDITORIAL

New Volume of Poetry Offers the Work of Three MSC Alumni Poets

Montclair Alumni FORUM is happy to greet the appearance (only last week) of a new volume of poems entitled THREE VOICES, published by University Graphics, Box 230, Red Bank, New Jersey 07701. The poems are the work of three Montclair graduates: Arthur Bramhall, '31; Eugene T. Maleska, '37; and Herman Ward, '35. THREE VOICES is a book of 72 pages. Copies may be had from the publisher at $1.50 each.

With permission of the copyright owners, Montclair FORUM is privileged to reprint on page 25 of this issue three poems taken from the book, one by each of the three poets.

The FORUM Prints its Second Work of Prose Fiction

In keeping with the multi-purpose trend of the present-day College, the Editors offer in this number —along with some notable poetry—a short-story of distinction written by Herbert V. Ogden, '35. We have no intention of deserting the field of education. Indeed, we feel that the publication of works of general literature serves to fulfill the function of a truly professional magazine, and keeps alive one of the great traditions to which the schools are devoted.

We hope that many of our readers will be encouraged to offer their best writing to the magazine, so that THE FORUM may stand out both for the pertinence of its general articles and for the excellence of its literary pieces.

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15,000 Miles of Research

By SAMSON McDOWELL
Professor of Biology



Samson McDowell, Ph.D.

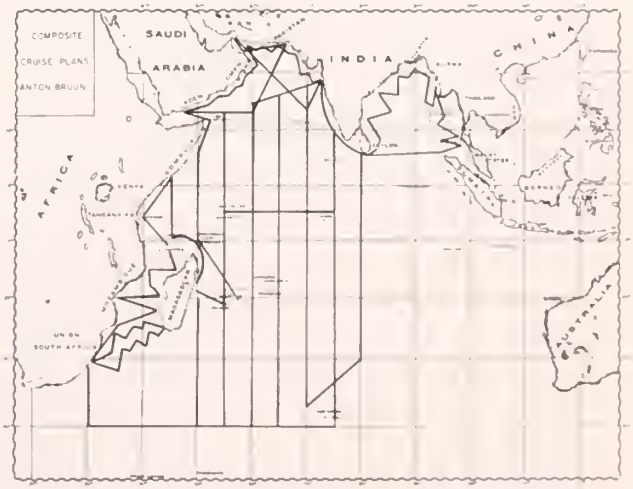
Editor's Note—In recounting this tale of one of the most thrilling research expeditions of our times, Dr. McDowell, with characteristic scientific detachment, has chosen to be completely impersonal.

Upon the retirement of Professor Charles E. Hadley in 1958, the appointment to succeed him was offered to Dr. Samson McDowell, a biologist who had taken all of his work and his three degrees at the University of Pennsylvania. He is a man who believes firmly that a teacher of college biology must conduct research concurrently with his role as a teacher, and that without this activity much of the effectiveness of the professor is lost.

As a protozoan planktologist, Dr. McDowell has done a great deal of work in the field with teams of biologists involved in pollution surveys, thus anticipating the current problem by many years. Such work has taken him to over 20 rivers and bays along the eastern seaboard, to the West Coast, to Northern Ireland and other parts of Europe in 1958, 1961 and 1965, and finally around the world in 1963, on an international expedition.

His experiences on this three-month trip will take up the rest of this article. As far back as 1957 UNESCO was interested in developing a cooperative international expedition to study the Indian Ocean. By 1963 the planning was over and the United States through the NSF began to operate its part of the joint enterprise. Over 25 countries contributed to the general effort in much the same way as was done in the very successful International Geophysical Year back in 1957. The more important countries were the USSR, UK, West Germany, France, India, Pakistan, Portugal, Japan, South Africa, the Malagasay Republic, Burma, Thailand, Malasia, Israel, Denmark, the Netherlands, UAR, Italy, and Australia. Many boats were provided and hundreds of scientists in all categories, biological, chemical, and physical, united in prosecuting the program.

The U.S. Program in Biology of the International Indian Ocean Expedition represented the major contribution of this country. The presidential yacht *Williamsburg* was donated to the NSF by President Kennedy and it was refitted and converted to an ocean going laboratory by rebuilding the holds and placing many heavy mechanical winches and other gear aboard to operate the equipment for sampling on the high seas. Multistranded steel cables over five miles long had to be manipulated with finesse to drag the dredges and nets. All the gear had to be very strong to withstand the strain of heavy pressures and uneven pulling



Combined grid to show total effort of the U.S. Program in Biology, 1963-1965, International Indian Ocean Expedition.)

due to surface swells. On December 29, 1962, the vessel was dedicated at Philadelphia and rechristened the RV *Anton Bruun* after the famous oceanographer who had died the year before.

Dr. McDowell attended the exercises and noted that the boat seemed rather small to hold a crew of 15, 10 assistant oceanographers and 8 to 10 visiting oceanographers along with hundreds of tons of food, and thousands of bottles, barrels, and many nets, trawls, tools; and also house both a wet and dry laboratory. His fears were realized when he joined the vessel later and found that it developed a roll of 20 to 30 degrees in a relatively small sea!

By this time Professor McDowell was notified that his project had been received favorably by the NSF along with 150 others out of the 300 who had originally applied. Thereupon he had to find a substitute to finish out his spring term at Montclair so that he could fly to Bombay, India, in early May, to board the *Anton Bruun* for a two months' cruise.

The Indian Ocean was chosen as the area to investigate for a number of reasons. First of all this was the third largest ocean and the least known of any, for no extensive or systematic collections had ever been made there, and only about two dozen vessels had done sporadic work there since 1873. A tremendous fish-kill had occurred in 1957 and had been noted by the Soviets as follows: "millions of tons of dead fish . . . were floating in an area some 625 miles long and 125 miles wide in the middle of the ocean." So for the first time the natural productivity of the ocean had been observed and since the nations surrounding the ocean such as Africa and India and Ceylon were living with minimal protein intake in their diets there was an added humanistic reason to exploit this great basin, but first much had to be learned about the sea itself.

The overall aims of the expedition were summarized by the USA in a 1961 report on its part in the biological program.

> The . . . expedition represents a unique opportunity for oceanographers to apply the experience of the past century in an unprecedented cooperative scientific attack upon the last unexplored oceanic region of the world.
>
> In bringing to bear the techniques of both modern and classical oceanography, it is the hope that within a few years an understanding of the Indian Ocean may be attained which will at least approach, and in some areas perhaps surpass, that of other world oceans . . . . .
>
> A cooperative effort among the world's biological oceanographers will be a relatively new experience; its success will demand careful and detailed planning.



RV *Anton Bruun*—at Bombay, India after refitting for Cruise Two.

The report stated that development and exploration of the ocean's marine resources "could materially aid the health and economy" of the people living along its shores. And so the IIOE was born.

The Indian Ocean stretches for more than 28 million square miles and covers over 14 percent of the earth's surface. From the subtropics on the north to its southernmost reaches in the Antarctic wastes, the ocean was destined to become a huge laboratory for the oceanographer, biologist, and meteorologist. Many questions were crying for answers. What is the chemical nature of its 70 million cubic miles of water?

How do its currents flow? What about its weather?

How about the ocean as a whole? What is its geological history? How was it formed and how does it compare with other oceans of the world?

Where are the fish located? What kinds are common? What kind of gear will be successful in exploiting this resource for the benefit of the 726 million people living around this sea, in all about a third of the world's population?

Is it truly a fertile basin with a high plankton yield thus guaranteeing a high productivity rate for consumer-fishes?

Dr. McDowell along with 250 other biologists from the United States and a hundred more from cooperating countries were all set to find the answers for their specialties. But what a tremendous expanse awaited their eyes! From Africa to the west, Australia and the East Indies to the east, Asia to the north and the Antarctic to the south, with an average depth of 13,000 feet and its greatest trenches 25,000 feet deep it was truly a gigantic puddle. Romantic islands like Mada-

gasear, Ceylon, Mauritius, the Seyshelles lay along the projeeted route and ports sueh as Bombay, Caleutta, Aden, Colombo, Port Louis, and Rangoon promised mueh to oeeupy the eurious seientist when the vessel put in for outfitting or a visit.

Professor MeDowell arrived in Bombay on May 10th via London, Paris, Athens, Cairo and Karaehi with some opportunity to explore the acropolis and the pyramids. The first of nine projeeted eruises had just been eompleted and the *Anton Bruun* was in port for repairs and additional earpentry work deemed neeessary after its shakedown eruise. So Dr. MeDowell lived for eight days aboard the vessel, sleeping on deek with a multitude of Hindus of all extraetions and eastes, for a swarm of workers were engaged to paint and repair the ship. Bombay sweltered in the grip of the usual pre-monsoon heat wave, averaging near a hundred degrees day and night. The airconditioning apparatus was adequate for temperate climates, but it was hard put to eool the vessel in the tropics. In faet, it could not run while the ship was in the harbor, henee resort to the hard deek for sleeping. By mid-May anehor was weighed and Cruise Two began, to be terminated baek in Bombay on July 22nd, covering over 15,000 nautieal miles.

The nine eruises were to be independent, and to insure no repetition, a grid-like design was agreed upon. Cruise Two sailed South along the 70° meridian from 20° north latitude at Bombay, across the equator to 20° south latitude, thenee west to Mauritius, arriving late in June for refueling and provisioning. From Mauritius a eourse was set baek to the southeast where the 70° meridian was reaehed, thence south to the horse Latitudes at approximately 40° south latitude. The return course ran up the 80° meridian north to Colombo, Ceylon, for fuel, and then around the west eoast of India to Bombay. For six weeks not another vessel was sighted or even an island. Navigation was well-handled, and arrival times were within an hour or two of planned time even after weeks at sea.



Aboard *Anton Bruun*—daily plankton cast on station—Cruise Two.

The working day was as follows. Eaeh night the vessel would steam at full speed—a mere 13 knots in a favorable sea, less in troubled waters—to the next site of operations, usually two degrees of latitude from the past seene. Each spot which was investigated was termed a station and given eonseeutive numbers and a fix by sextant. Since Cruise Two was devoted primarily to exploring for fish, mueh of the day was taken up with long-line fishing developed by the Japanese some years ago, whereby over 10 miles of heavy line was payed out with beacons and buoys placed every eity bloek or so along the line, and a baited hook on a 100 foot dangling line was lowered over the side every 100 yards or so. This operation took several hours for the sixman erew of Japanese, Hawaiian, Korean, and Ameriean sailors, as the boat moved barely pereeptibly using the Aktif Rudder, a German device to maintain position while slowly moving forward. When the last hook was baited a large flashing buoy was dropped to indieate the end. Then the vessel turned around and sailed back to the starting plaee some 10 or more miles behind. On several occasions the line was lost for hours following storms of high intensity, and on one oeeasion the whole line was lost for good.

Now began the slow return of the long-line. As the wineh pulled in the masterline and the hooks and lines, the boat edged slowly forward against the line so that the erew could release the fish from the hooks and pull them with gaffs along the side of the boat baek to the fantail where the seientists heaved the fish aboard. This would take at least six or eight hours, espeeially if large fish had to be maneuvered aboard.

As eaeh fish was landed it was inventoried, numbered, identified as to speeies, searehed for gill and skin parasites, and the edible speeies sueh as tuna, albaeore, and others were then thrown down into the hold where they were frozen to be added to our larder and to be finally given to the eitizenry at our ports of call. Sharks—and they made up the majority of the eatch—were studied also and then thrown back into the sea whereupon the sea would run red as other sharks would become frenzied from the blood. As a result our boat was trailed by at least 10 speeies of sharks averaging 6 to 8 feet long and a few up to 15 feet long including the thresher shark and the mako and maneating whitetipped ones.

Meanwhile there was a continual well-coordinated set of activities going on involving each specialist. The meteorologist sent balloons aloft, studied cloud patterns, and tried to guess the fickle marine weather-to-be of tropical seas where it rained a bit each day and rainbows occurred with a frequency of at least three or four a day. Sudden squalls could roil up the water for several hours and then an oppressive calmness would descend in the evening, alleviated by the breezes of the Doldrums above the equator and by the Trades in the Horse Latitudes to the south. Since the daylight hours were spent on station almost motionless except for oceanswells and in view of the narrow beam of the vessel, stability was at a minimum with constant rolling from side to side of 20 to 30 degrees accompanied by a perceptable pitch fore to aft. Little sedentary work could be done during the day, so microscopic examination and photography was done during the night runs or confined to some of the more calm days.

Physical oceanographers were at work testing for all the variables present in currents, and reading their numerous automated devices. The chemists lowered ther reversing thermometers mounted on cylindrical samplers to depths of 200 meters, 500 meters, or even a mile down, clamping each of the devices at the correct region on the slowly descending steel lines. Then a metal messenger would be allowed to fall down the wire to trip the valve of the first sampler, thereby causing the messenger on that sampler to drop to the next one and so on down to the last one on the line. The water in each sampler was rushed to the wet laboratory and analyses were made of the chemistry, the temperature, and the physical nature of the water. As a result of this daily routine a tremendous mass of data was accumulated for each of the forty some stations during Cruise Two.

Since Dr. McDowell was interested in the plankton found at the surface and at various depths, as soon as samples were recovered, aliquots were given to him to study and preserve for further work later. Hundreds of samples were collected and preserved in seawater-formalin. Many of the organisms were photographed in natural color and several species new to science were recovered. The algologist who shared the dry laboratory with Professor McDowell was busy cultivating algae collected in the sea in an incubator, and many new species were found in this way far from the known distribution to date. The surface of the Indian Ocean would contain windrows of colored algae, green, red, and brown, stretching over a half a mile wide and visible as far as the eye could see to the horizon, apparently neatly whipped up into long streamers by the constantly blowing Trades.



The yellowfin Tuna recovered from longline operation, but partly eaten by sharks—Cruise Two.

An exciting feature of the trip was searching the nets for macroscopic plankton—fish fry, jellyfish, squid, crustacea, larvae of tunicates and other forms making up the pelagic fauna. These plankton nets were shaped like giant windsocks with a steel opening about three feet wide tapering down in a six-foot length to the container, a plastic quart-sized vessel. The net would be lowered on station to 200 meters and then slowly raised vertically to sample a wide cylinder of water. When the net was aboard, the organisms were flushed down into the container and part of the catch was investigated by all the experts. At night there was a tremendous display of bioluminescence as the organisms gave forth red, blue, violet, or green light adequate to read a newspaper with. One trouble with night sampling was the regular appearance of poisonous sea snakes being caught in the net, and it can be said that they are the most venomous of all reptiles with no antidote, especially out on the deep!

Trawls were pulled at several depths at each station. These are nets of a tapered sort but very wide and square in front and held open by so-called runners on the side made of wood planking. A midwater trawl would be weighted to sample a particular depth only, and then closed automatically and raised by the "cherry-picker" and brought aboard by the crew to await the careful scrutiny of the scientists who would separate the catch and pick out the organisms which they were competent to study.

As the boat traveled, there was a continuous record made by an automated sonic device which recorded on a graph paper the profile of the sea floor beneath the ship as they sailed. Miles of such rolls of graph paper were preserved for later study. Each hour

of running time the bathythermograph was lowered over the side and pulled in to locate the thermocline or the place where the surface water temperature sharply changed to the colder water at the lower depths. Thousands of such readings are being collated at this time for all the cruises, to reveal the general pattern of upwelling and overturning of the seawater.

Productivity studies were done at each station to indicate the relative amount of photosynthesis from station to station, thereby giving some evidence of relative fertility of the water which can be correlated with fish-catch, since plankton forms the base of the food pyramid for the larger consumer fishes.

For over two months the *Anton Bruun* surveyed the sea. This careful work was repeated on other meridians on other cruises so that the whole western Indian Ocean was covered as a huge checkerboard. The combined data from the 10 cruises is still being processed. Many new data on deep currents, cold and warm flows, and other variables will occupy thousands of pages of scientific journals. In addition, vessels like the Te Vega out of Scripps Institute in California studied and sampled the shallower Bay of Bengal and the Arabian Sea. This data will be added to the reports. In addition, Russian and British and German vessels will also report their extensive findings.

The last previous great oceanographic effort took place in 1873-76, when the *Challenger* sailed around the world and opened up the field of oceanography. Reports flowed from that voyage from 1880 to 1890 in 32 volumes. Famous biologists like Murray, Sars, Agassiz, Haeckel and others worked over the data. It is interesting to note that this work is still valid and can now be purchased as reprinted in 1966 for $3,850.00 for the 29,492 pages, including the narrative, 50 volumes in all!

How long will it take for the data from the IIOE to be processed even with the aid of computers? No one can be sure, but it will be many years before all the collections and samples have been studied and reported on in the literature.

Professor McDowell has already discussed his findings in a preliminary abstract at the Second International Conference on Protozoology held in London in the summer of 1965. His traveling expense was met by a grant from the College Development Fund of Montclair State College. He hopes to continue his work and within a year or so produce a definitive book on the oceanic tintinnoidea of the Indian Ocean which will include samples from other cruises to give a complete picture of the kinds of ciliated protozoa, and their distribution in the sea.

To complete his journey Dr. McDowell flew to Agra to visit the Taj Mahal, then flew to Calcutta, Bangkok, Hong Kong, Tokyo, and Honolulu, finally arriving home in Cedar Grove, New Jersey on August 5th, 1963. So from his original interest in the microcosmos—life in a drop of water—Professor McDowell has ended up with delving into the macrocosmos—the ocean, and in the course of his studies has traveled to the farthest reaches of the earth. One can never tell where this interest will lead!



Longline Fishermen letting out line, Mauritius in distance—Cruise Two.



The Historian's Lot is Not an Easy One

By **ELWYN C. GAGE, Ph.D.**
Professor Emeritus of History

Readfield, Maine
Feb. 15, 1967

Dear Marvin:

It was very pleasant to hear from you, and, through you, from some of my old friends at Montclair.

You tell me that your High School students ask you why the American History text books "lie", why they deal in "half-truths." And you suggest that I write a 1,500 word essay in an attempt to answer that question. Well, that is a somewhat dangerous question these days, and I am not much good at writing formal essays. In any case, I'm sure it wouldn't require 1,500 words for me to give my answer.

In the first place, I doubt very much that there are any intentional lies in the text books. But the facts of history are multitudinous and in writing history a selection has to be made, and the historian has to do the selecting. Theoretically this selection is 100% objective. But the historian being human and subject to certain prejudices—patriotic, political, religious etc., the selection gets a bit biased at times. All this has been said many times before; it applies to history in general.

But so far as American history texts are concerned, there are some special factors at work.

I remember an incident in the early 'twenties (and does that date me) when I was teaching in the East Orange High School. We were using as a text, as were a large majority of schools at that time, the Muzzey book. Muzzey was an outstanding teacher at Columbia; his ancestors fought at the battle of Lexington— a relevant fact, as will be seen later. All of a sudden a gang of super-patriots in Newark began to bawl that his text-book was un-American, and that the innocent youth of Newark were being perverted. A big meeting was arranged for in Central High School (I attended it) and Muzzey was persuaded (by his publishers, I suppose) to attend and defend himself. What was all this about? Why, it appeared that Muzzey had gone so far in his text as to hint that there are some things to be said for the British point of view in Revolutionary days. You would have thought from the spread-eagle oratory of the Newark flag-wavers that Muzzey was getting gold from King George to subvert the "teen year olds of the nation."

Does this affair give a clue, perhaps, as to why there tend to be "half-truths" in American history texts? The trouble is not with the historian who, I believe, does his best to be honest and impartial. But he works under constant pressure from the publisher. The publisher is in business to sell books, and the way to sell them is to avoid displeasing anybody who has a little political influence.

In Russia the government just dictates that history shall be written according to the party line. In this country a thousand and one pressure groups want hitsory written according to their lines. Most of these groups, I believe, have one view in common; they think the function of a High School history course is to be "inspirational", not to educate near-voters in the facts of life—economic, political, social. Does an American history course leave the impression that the record of big business in this country has not been one long, noble crusade of unselfish service? If so, I'm afraid the N.A.M. will think there's something very wrong with the text book, or the teacher, or both. Probably the publisher will hear of it. Now the Negroes are very well organized, and I understand they want the history books re-written; no more of those nostalgic pictures (so dear to the South) of the happy darkies strumming the old banjo on the pre-Civil War plantations; and we may have to leave Uncle Tom out of Uncle Tom's Cabin. Any facts unfavorable to Labor which the historian may recount will be quite O. K. with N.A.M.!: but they won't be with Labor.

As one more example of the difficulties confronting the historian in selecting facts, let us take the assassination of President Kennedy. This happened in Dallas, which represents the very cream of Texas civilization-so-called, such as it is. It is a fact that the city that day was plastered with Posters inciting hatred of the President. It is a fact that newspapers had been fanning the flames for some days. It is a fact that little children, reared in the cultured homes of Dallas, clapped their hands with delight on being told of the President's death. It is said to be a fact that a General of the U.S. Army, allegedly the leading John Bircher in that stronghold of Birchism, refused to half-mast his flag when informed of the President's death. It is reported that one teacher who expressed her opinion of this state of affairs, was promptly fired. It is a fact that Oswald lived in this atmosphere of bigotry and hate. It is also a fact that Oswald had a Communist background. It is a further fact that the F.B.I. claims to have known all about Oswald—except what he was doing when the President was shot. How many of these facts can we regard as relevant and use in our text book? Only one, I'm afraid—to wit, that Oswald was a Communist. Otherwise we won't sell many books in Texas. And the publishers keep a very close eye on Texas, where they buy a tremendous lot of text books.

I am reminded of another episode, not directly connected with text-books, but throwing a little light, perhaps, on the atmosphere of freedom in which, not only text-book writers, but also teachers and students operate. Some years ago, when I was still teaching at Montclair, but had come to Maine for the summer, I went out for a ride one afternoon. On my way home I stopped in at the village store and the lady in charge said to me, "did you know that the State Police are looking for you?" You can imagine what a terrific shock this was to one so innocent of all crime as I was. I hurried home in fear and trembling. Very soon—to quote Rex Stout—"the door bell rang", and there, sure enough, stood an F.B.I. man. What was all this about?—the State police, the F.B.I.—all out in force? He wanted to know what I knew about a little girl who had just graduated from Montclair and who had applied for a very minor job in Washington! I suppose he meant had she ever expressed in class any opinions that J. Edgar Hoover would not approve of. I couldn't remember that she had ever expressed any. I didn't dare to tell him that the girl was left-handed, as I felt sure that any one so far to the left as that would be regarded as a national menace if set to pounding a typewriter in Washington. I suppose at the same time I was being tracked all the way to Maine a dozen other teachers were being trailed by a dozen other F.B.I. men to get the same information—all at the taxpayers' expense.

To sum up: the business of the historian, according to the Graduate Schools, is to state facts, and to be sure that they are facts—not to judge the facts, or interpret them. But, as we have seen, there are so many facts that some of them have got to be left out. And the minute you begin to select facts the historian's judgment inevitably enters. If he decides (for whatever reason) that he will let "inspirationalism" be his guide, when he comes to the Spanish-American War, for example, he will point out that the Cubans were sadly—even brutally misgoverned by the Spanish, that the great American public, full of resentment at Spanish atrocities, rushed to arms to help free the Cubans. This is all true enough; the Spanish certainly misgoverned Cuba; the American public certainly thought at the time that they were fighting for Cuban freedom. I feel sure this account would be perfectly satisfactory to the D.A.R., the N.A.M., the American Legion and even the John Birch Society. If there are also certain facts that indicate this was an imperialistic war if ever there was one—that an unwilling President was more or less pushed into it by yellow journalists, Teddy Roosevelt and Cabot Lodge, and behind-the-scene interests—that we came out of it with Cuba virtually an American protectorate, with full possession of Puerto Rico and the Philippine islands on the other side of the world (not very closely connected with freedom for the Cubans)—why, then, should we bring all this up? It's not very inspirational to the young—especially at a time when we're fighting a war for freedom in Vietnam. Well, this may be a not very satisfactory conclusion, but it may indicate why "half-truths" now and then creep into American History texts.

Now, Marvin, if you can make some use of this it's all right with me—provided you can do so without getting yourself and me cited by the Committee on Un-American activities. But if you use it, don't be like those publisher's editors, and "select out" everything that might offend somebody, because if you do, instead of fifteen hundred words you'll have just about fifteen—namely, the first paragraph.

Sincerely

Elwyn Gage -



Storefront meeting of Harlem children, parents, NTC Corpsmen and community agency workers. Photo by Jill Krementz

The Teacher Education Aspect of the National Teacher Corps

By ROBERT POPPENDIECK, '31

Chief, Programs Branch, National Teachers Corps
U.S. Office of Education

The development of the National Teacher Corps has released refinements in teacher education that promise applications far beyond the Corps, itself. Current programs of the National Teacher Corps have provided a climate for more intensive coordination of study and practice than typical program limitations have permitted. The major teacher education factors are: the laboratory approach, increased supervision, and a modified utilization of team teaching. The chief categorical factors determining the scope of Teacher Corps activities are: graduate-level entry into teacher education, service to disadvantaged children and youth, and coordinated school-college programs. Governed by these several factors, the emergence of the National Teacher Corps has stimulated new enthusiasms within teacher education.

The Corps is, at one and the same time, a service and a process. This is crucial. It is a service to disadvantaged youth and a process of educating teachers. In supplementing school services to culturally and economically disadvantaged young people, the Corps provides a practice-centered process of educating prospective teachers. Similarly, in fostering the scholarly assessment of practical experiences, the Corps provides personalized attention to needy youth. This unitary nature of service and process is the distinguishing characteristic of the National Teacher Corps.

The NTC in Brief. The Corps enters into agreements with institutions of higher education and local school districts under which teams of recent college graduates, supervised by experienced teachers, pursue two-year part-time internships coordinated with two-

year part-time graduate study programs designed to equip the interns for careers in teaching disadvantaged youth. These are the essential specifications of the enabling legislation under which more than 1000 interns are preparing for teaching careers through the leadership of 50 colleges and universities and 111 school districts.

Neither fifth-year programs nor paid internships are new. The focus on serving the disadvantaged is, however; while the two-year duration and more adequate remuneration are relatively new. Thus, the Teacher Corps is enabling the profession to make more effective application of the last decade's experience in preparing teacher through graduate internship programs.

The emphasis on increased educational opportunity for the disadvantaged is having positive effects on both the internship activities and the school programs. The provision that intern services must "supplement, not supplant" existing school services means that cooperating schools are enriching their programs with individual and small-group tutoring, with longer school days, and with community outreach at the same time that interns are receiving gradual and highly personal instructional experience. The wholesome dedication of interns in working with the disadvantaged has led to expanding involvement in community-centered services, and, in many instances, to achieving understanding and rapport through living in the disadvantaged neighborhood itself.

While cooperation of schools and colleges has long characterized student teaching and internship programs, the impact of the National Teacher Corps has increased the depth and quality of such relationships. This has involved program planning, shared leadership, and renewed attention to curriculum improvement. In many instances it has been found appropriate to modify standard practices in order to implement the purpose of preparing teachers by improving the education of the disadvantaged.

The Teacher Education Component. The initial phase of educating prospective teachers through the National Teacher Corps takes place in the pre-service program. This is based on a college or university campus for a period of 10 or 12 weeks. Typically, it features orientation to the sociology of poverty and to the educative process. Classroom study includes extensive observation and participation in school and community situations. In essence, the pre-service experience provides for the scholarly confrontation of realistic problems of the disadvantaged.

Three points in particular affect the career decisions of the corpsmen during the pre-service phase. They confront the *need* for improved educational opportunity for disadvantaged youth. They study the *possibility of providing such service.* They face the personal decision of whether they really want to *take part in that service.* College graduates who determine that the need is unreal should have no further part in the Corps. Similarly, those who believe there is a need, but that little can be done about it should withdraw. Finally, those who see the need and accept the possibility of its being met, but who cannot see themselves in the service role should also withdraw. Dedication applies to those who recognize the need, have faith in human competence to meet it, and are determined to help put it across. These interns, the National Teacher Corps proposes to prepare for careers in teaching the disadvantaged utilizing two years of in-service study and internship to produce highly qualified beginning teachers.

It is also during the pre-service phase that corpsmen are introduced to the possibilities of team teaching, that they are organized into their probable teams, and that they become involved in the interpersonal implications of group dynamics. Not in all cases, but in many, the interns begin to experiment with specific components of teaching under specialized applications of the micro teaching concept.

Obviously, the several pre-service programs in operation during the first year varied considerably in terms of institutional resources, opportunities, and sensitivities. There was no intent to force them into a mold. What they had in common was the basic introduction and the overall intent of identifying the most appropriate continuing corpsmen through the process of involving them in the first hand study of teaching the disadvantaged.



DR. ROBERT POPPENDIECK

Although the in-service graduate study phase and the internship experience involve separate financial arrangements—the one with the institution and the other with the school district—the teacher education element is intended to be single and unified. This is the focus of the laboratory approach to teacher education. At its best, there is careful coordination between the realistic experiences of the interns with pupils and the scholarly assessment of these experiences and of the related literature and professional insight. Even without perfect coordination, this major emphasis on linking theory and practice far exceeds that of the regular teacher education programs. Schools and colleges are responding well to the opportunity to increase interdisciplinary cooperation, both on campus and in the supervision of school and community activities. The very spirit of Teacher Corps affects the teacher education process itself.

The pupil-centered emphasis of the service factor tends to create intern-centered programs of teacher education. The patterns of graduate study are characterized more by individual programming than by common requirements. Moreover, as individuals, the interns are involved in innovative applications to their teaching of that which they are studying in their graduate classes.

The key to this application is the team leader, an experienced teacher who serves as the agent of both the school and the college. Actually, his is a new function in the teacher education process. Representing the school and employed by it, the team leader assumes a role combining functions of critic teacher, assistant principal, and curriculum coordinator for his team of three or four or five interns. Working directly with his team, he relieves other school personnel of extra responsibilities imposed upon them by typical internship on student teaching arrangements. Representing the graduate school, the team leader is party to its supervision both in the schoolroom and in the educational seminar. Working directly with his individual interns, he is the catylatic agent releasing the translation of theory into practice. Representing the community, the team leader facilitates both the outreach of the school and the related community service activities of the interns. In a special sense, the experienced teacher team leader is a coach. Available at the points of observation, pupil diagnosis, lesson planning, tutoring, appraisal, replanning, reteaching, graduate study, seminar discussion, and continuing scholarly assessment this teacher-coach becomes mentor, critic, resource, and counselor. The quality of the internship turns on the competence of the team leader. The laboratory approach to teacher education has evolved a new and highly important specialization.

Anticipation. It is to be hoped that continuing experience with the *laboratory* approach will actually lead to more scientifically controlled experiment with the *clinical* approach. As the record of experience swells, as more new teachers grow into broad competence through micro-teaching achievements, and as schools and colleges increase their cooperative response to their common responsibility for teacher education, there is reason to believe that the inefficiencies of rather random laboratory experiment will give way to diagnosis and prescribed experiences producing desired and predictable results in teacher competence.

Actually, much of the technical competence to implement more effective diagnosis and prescription in teacher education is at hand. We have the equipment to record, analyze and employ myriad teaching episodes. We can computerize programs for individually paced achievement both in the common school areas and in the related education of teachers. This is expensive, but so are most of the other newer develop-

(Continued on Page Twenty-two)



NYU Corpsmen ask Harlem children to invite their parents to storefront meeting.



Units of a typical suburban Comprehensive School for the first age group. Small one-story buildings have direct classroom access to open areas.

Swedish Information Service

Education in Sweden

By B. ERNEST SHORE

B. Ernest Shore, Assistant Professor at Montclair State College, spent last summer at a comparative education seminar in Scandinavia under a grant from the College.

Sweden has always held a high place in the esteem of the United States. It is not simply that the two million Americans who were born in Sweden have somehow managed to leaven our national emotional loaf into a predisposition in favor of things Swedish, so much as a sincere admiration on the part of Americans for what may be called "the Swedish way of life." To a very large extent a great society has already come about in Sweden, its standard of living is one of the highest in the world, its public welfare benefits are very broad, the country is nationally independent and it has a remarkably unfettered mind that explores for new forms in social living and the arts. Originality, after all, is what moves the world forward, and Sweden has much more of it than her size, wealth, geographical position and political power would seem capable of producing. Nowhere does the originality of Sweden show up better than in her educational system.

Originality without relation to the base from which it soars is like a moon-rocket without adequate guidance—a meaningless flash that accomplishes nothing but destruction and waste. In the training of its rising generation, Swedish philosophy is that the acquisition of culture and useful skills connected with present and foreseeable needs must not, in any way, be allowed to annihilate or dwarf whatever natural ingenuity pupils may have. No doubt the educational programs of most other countries embody essentially the same principles, but the Swedes have really come to grips with teaching problems from which others have cautiously veered away. It is these points, viewed to some extent in their setting, that are of particular interest to the foreign observer.

Nature and history have been kind to Sweden. The

present population, long completely literate, is slightly less than eight million in a richly endowed area twenty times the size of a New Jersey that is not significantly less in total number of inhabitants. Some countries may be experiencing a rush from the open spaces to the cities, but the Swedes are still almost equally divided between rural and urban areas, though with a noticeable tendency to congregate in the ample eastern and southern coastal regions. The nation is homogeneous in regard to languages, religion and race. Even the physical features of the Swedes are surprisingly similar. There is a standard Swedish type which is more easily identifiable, aside from garb, than the American, British, German, or Russian. Such obvious solidarities make unconsciously for greater mutual trust and for family-feeling blown up to a national scale.

There are no minority problems in Sweden because there are no sizable minorities. The largest is the 7,000 Lapps in the north, representing less than one one-thousandth of the total population, and though they are of undetermined ethnological origin they are completely assimilated into Swedish culture and satisfied with it. Nearly 400,000 Swedes live across the Baltic in Finland, but they too give rise to no complication for they have long occupied a privileged position in the intellectual, economic and social structure of this neighboring country which to all intents and purposes is also Scandinavian. Swedes who have emigrated to other parts of the world, principally to English-speaking countries, certainly get absorbed by those countries but in a sense they become a Greater Sweden. The Swedes at home are led into an internationality of mind by the mere fact that so many of their kindred are living abroad in various other types of cultural environments.

With a birth-rate that exceeds the death-rate by only .6% (one of the lowest in the world) Sweden has no seething multitude of angry young people pounding on the gates of career fields already filled with the older generation. Unemployment just does not exist. Indeed, expanding industry in Sweden requires not only as many young people to be trained for it while in school as possible, but also the absorption of immigrants from Italy, Yugoslavia, and other European countries where the economic situation is less well adjusted. Not for over 150 years has Sweden been involved in the hostilities of a war. This means that she has avoided the depletion of the best of her youth and the destruction of her material resources. Some of these favorable conditions have merely happened—they are the imponderables in human affairs. Others have been brought about by a persistent application of intelligence and restraint. It would be only natural if the Swedes felt themselves aloof from the rest of the world, especially when they are geographically located off on the periphery of the major races. Nothing could be further from the truth. Sweden is an ardent supporter of the U.N., UNESCO, UNICEF, the International Red Cross, and international projects in general. All these factors enter into the intellectual climate in which flourishes Swedish education.

In brief, the educational set-up is headed by a Ministry of Education and Ecclesiastical Affairs. The Minister himself is appointed by the King on recommendation of the Prime Minister, who in turn is the leader of the political party that has been voted into power in Parliament at the most recent popular elections. Beneath the Ministry are two appointed National Boards, one for Education and the other for Vocational and Technical Training. Subordinate to these are Provincial School Boards for each of the 25 administrative districts into which Sweden is divided. These Boards are elective, but they are assisted by inspectors appointed by the State. At the next, and lowest, level, about 1,000 communal boards of laymen are elected for a four-year term to manage education in their district. In the last analysis it is Parliament that decides the important educational matters, by formulating the general policy and by the allotment of funds for its implementation in a given area. It can be seen at once that the Swedish system is to combine specialist knowledge, particularly at the higher levels of administration, with public opinion which manifests itself at the lower levels and, with less precipitousness, at parliamentary elections.

The complete overhaul of Swedish education which is currently taking place did not get worked out overnight. Years of experimentation went on before Parliament adopted in 1962 a new plan for public schooling, a plan which will be fully in effect with the academic year 1967-1968. Compulsory education for all children begins at age seven and continues to age sixteen. These nine years are comprised in the Comprehensive School which, as the name indicates, stresses the acquisition of a broad and general knowledge of subjects which the authorities consider essential to normal living in the modern age. The total period of time is divided into three sections of three years each. During the first two sections the pupils have the same classroom teacher for all subjects, but in the third section the classroom teacher is replaced by a different teacher for each subject. The size of the class is limited to 25 in the first section, the other two sections may have as many as 30 pupils. Obligatory subjects in the first section are religion, sex education, Swedish, gymnastics, music, regional knowledge, and



Swedish Information Service

Modern Swedish gymnasium complex, with sports areas.

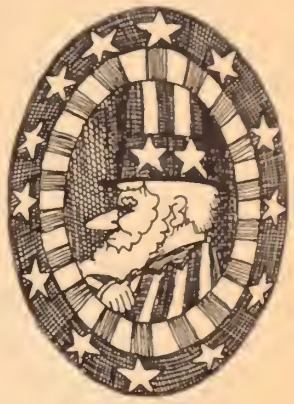
handcraft, but in the second section regional knowledge is dropped and social science, natural science, geography and history are added, along with English. Up to this point the whole curriculum has been compulsory.

In the third section, when the pupils are age 13 to 16, some choices may be made in regard to subjects over and above a continuing core. With parental advice and consent, and with consultation with school authorities if desired, the pupil may tend toward "theoretical" subjects or "practical" subjects in his electives. If he chooses the former, the electives will be German, French, physics, chemistry, natural sciences, etc., and about 80% of his time will be spent on compulsory subjects; if he chooses the latter, handcraft and other practical subjects may be selected, with about 40% of his time spent on compulsory academic disciplines. The decision is a momentous one, for it is the theoretical subjects that lead unequivocally to the gymnasium or high school program whereas the practical subjects lead to continuation school or vocational and technical schools. Regardless of which option he chooses, the pupil must spend three weeks of his eighth year in some agricultural, industrial, or commercial enterprize in actual experience with working conditions.

The attention of the American observer is immediately caught by several points in the structure of the Comprehensive School. He will likely note with approbation the continuity that exists from the earliest primary grade to the end of what he would call junior high school. If there is any emotional upheaval caused in a child by transferring schools at an early age, it is at a minimum in Sweden. The compulsory study of religion—and not religion in general, but the Christian religion and a particular version of it, Lutheranism—will seem to him a note out of harmony with modern trends. It must be remembered that Sweden has a State Church (though its disestablishment is probably very near) and that education was once a church monopoly in European countries. It is not without significance that even in Sweden, where the outward manifestations of religious belief are less evident in the general public than in most countries, the title of the Ministry of Education has "and Ecclesiastical Affairs" tacked on to it. The American will also be interested to see that English is a compulsory subject for four years at this school level, and that it continues in later stages on a voluntary basis to be by far the most popular of all foreign languages. It

America's colleges and universities, recipients of billions in Federal funds, have a new relationship:

Life with Uncle



WHAT WOULD HAPPEN if all the Federal dollars now going to America's colleges and universities were suddenly withdrawn?

The president of one university pondered the question briefly, then replied: "Well, first, there would be this very loud sucking sound."

Indeed there would. It would be heard from Berkeley's gates to Harvard's yard, from Colby, Maine, to Kilgore, Texas. And in its wake would come shock waves that would rock the entire establishment of American higher education.

No institution of higher learning, regardless of its size or remoteness from Washington, can escape the impact of the Federal government's involvement in higher education. Of the 2,200 institutions of higher learning in the United States, about 1,800 participate in one or more Federally supported or sponsored programs. (Even an institution which receives no Federal dollars is affected—for it must compete for faculty, students, and private dollars with the institutions that do receive Federal funds for such things.)

Hence, although hardly anyone seriously believes that Federal spending on the campus is going to stop or even decrease significantly, the possibility, however remote, is enough to send shivers down the nation's academic backbone. Colleges and universities operate on such tight budgets that even a relatively slight ebb in the flow of Federal funds could be serious. The fiscal belt-tightening in Washington, caused by the war in Vietnam and the threat of inflation, has already brought a financial squeeze to some institutions.

A look at what would happen if all Federal dollars were suddenly withdrawn from colleges and universities may be an exercise in the absurd, but it dramatizes the depth of government involvement:

▶ The nation's undergraduates would lose more than 800,000 scholarships, loans, and work-study grants, amounting to well over $300 million.

▶ Colleges and universities would lose some $2 billion which now supports research on the campuses. Consequently some 50 per cent of America's science faculty members would be without support for their research. They would lose the summer salaries which they have come to depend on—and, in some cases, they would lose part of their salaries for the other nine months, as well.

▶ The big government-owned research laboratories which several universities operate under contract would be closed. Although this might end some management headaches for the universities, it would also deprive thousands of scientists and engineers of employment and the institutions of several million dollars in overhead reimbursements and fees.

▶ The newly established National Foundation for the Arts and Humanities—for which faculties have waited for years—would collapse before its first grants were spent.

▶ Planned or partially constructed college and university buildings, costing roughly $2.5 billion, would be delayed or abandoned altogether.

▶ Many of our most eminent universities and medical schools would find their annual budgets sharply reduced—in some cases by more than 50 per cent. And the 68 land-grant institutions would lose Fed-

A partnership of brains, money, and mutual need

eral institutional support which they have been receiving since the nineteenth century.

▶ Major parts of the anti-poverty program, the new GI Bill, the Peace Corps, and the many other programs which call for spending on the campuses would founder.

THE FEDERAL GOVERNMENT is now the "Big Spender" in the academic world. Last year, Washington spent more money on the nation's campuses than did the 50 state governments combined. The National Institutes of Health alone spent more on educational and research projects than any one state allocated for higher education. The National Science Foundation, also a Federal agency, awarded more funds to colleges and universities than did all the business corporations in America. And the U.S. Office of Education's annual expenditure in higher education of $1.2 billion far exceeded all gifts from private foundations and alumni. The $5 billion or so that the Federal government will spend on campuses this year constitutes more than 25 per cent of higher education's total budget.

About half of the Federal funds now going to academic institutions support research and research-related activities—and, in most cases, the research is in the sciences. Most often an individual scholar, with his institution's blessing, applies directly to a Federal agency for funds to support his work. A professor of chemistry, for example, might apply to the National Science Foundation for funds to pay for salaries (part of his own, his collaborators', and his research technicians'), equipment, graduate-student stipends, travel, and anything else he could justify as essential to his work. A panel of his scholarly peers from colleges and universities, assembled by NSF, meets periodically in Washington to evaluate his and other applications. If the panel members approve, the professor usually receives his grant and his college or university receives a percentage of the total amount to meet its overhead costs. (Under several Federal programs, the institution itself can request funds to help construct buildings and grants to strengthen or initiate research programs.)

The other half of the Federal government's expenditure in higher education is for student aid, for books and equipment, for classroom buildings, laboratories, and dormitories, for overseas projects, and —recently, in modest amounts—for the general strengthening of the institution.

There is almost no Federal agency which does not provide some funds for higher education. And there are few activities on a campus that are not eligible for some kind of government aid.

CLEARLY our colleges and universities now depend so heavily on Federal funds to help pay for salaries, tuition, research, construction, and operating costs that any significant decline in Federal support would disrupt the whole enterprise of American higher education.

To some educators, this dependence is a threat to the integrity and independence of the colleges and universities. "It is unnerving to know that our system of higher education is highly vulnerable to the whims and fickleness of politics," says a man who has held high positions both in government and on the campus.

Others minimize the hazards. Public institutions, they point out, have always been vulnerable in this

Every institution, however small or remote, feels the effects of the Federal role in higher education.



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sense—yet look how they've flourished. Congressmen, in fact, have been conscientious in their approach to Federal support of higher education; the problem is that standards other than those of the universities and colleges could become the determining factors in the nature and direction of Federal support. In any case, the argument runs, all academic institutions depend on the good will of others to provide the support that insures freedom. McGeorge Bundy, before he left the White House to head the Ford Foundation, said flatly: "American higher education is more and not less free and strong because of Federal funds." Such funds, he argued, actually have enhanced freedom by enlarging the opportunity of institutions to act; they are no more tainted than are dollars from other sources; and the way in which they are allocated is closer to academic tradition than is the case with nearly all other major sources of funds.

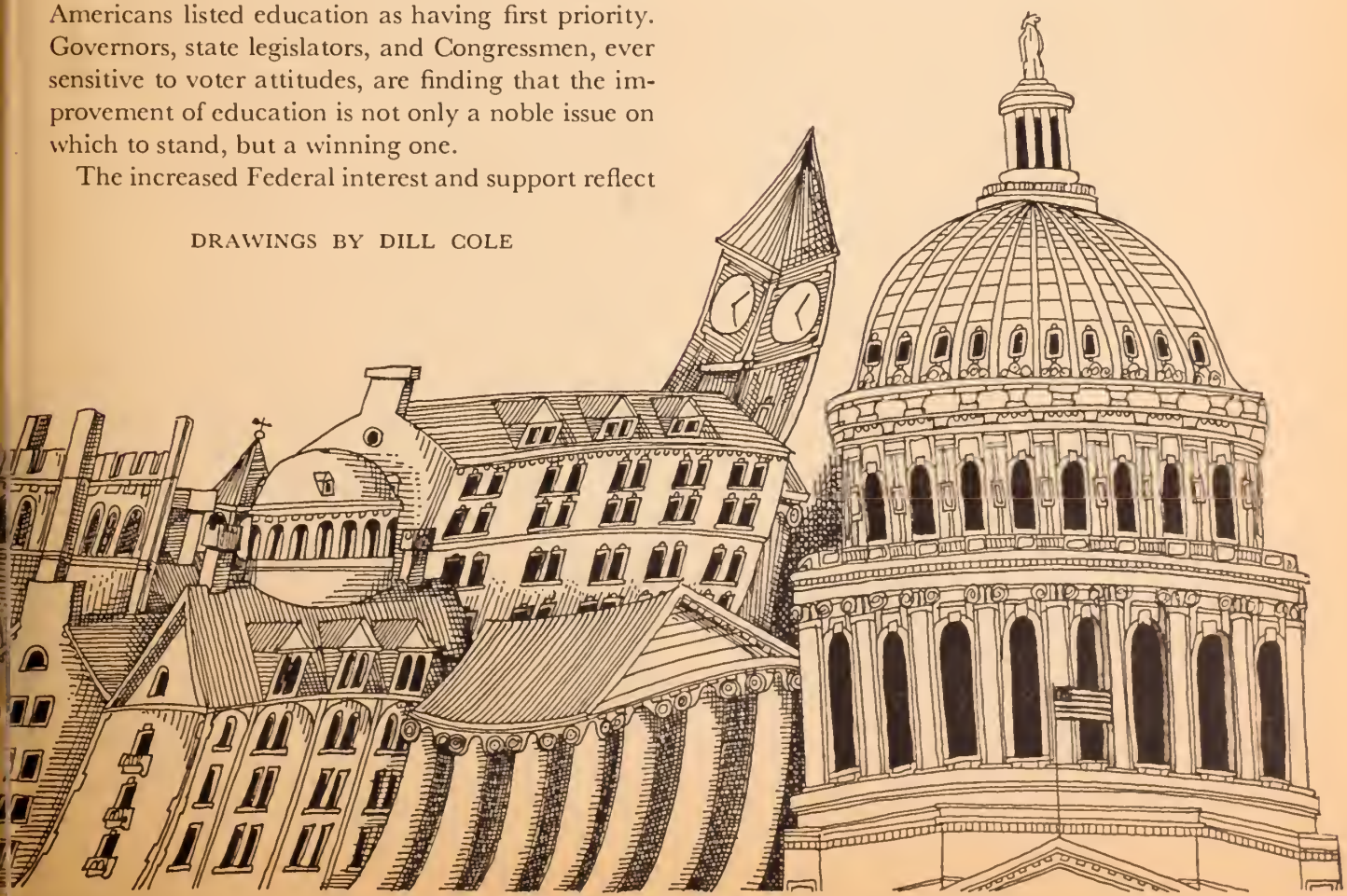
The issue of Federal control notwithstanding, Federal support of higher education is taking its place alongside military budgets and farm subsidies as one of the government's essential activities. All evidence indicates that such is the public's will. Education has always had a special worth in this country, and each new generation sets the valuation higher. In a recent Gallup Poll on national goals, Americans listed education as having first priority. Governors, state legislators, and Congressmen, ever sensitive to voter attitudes, are finding that the improvement of education is not only a noble issue on which to stand, but a winning one.

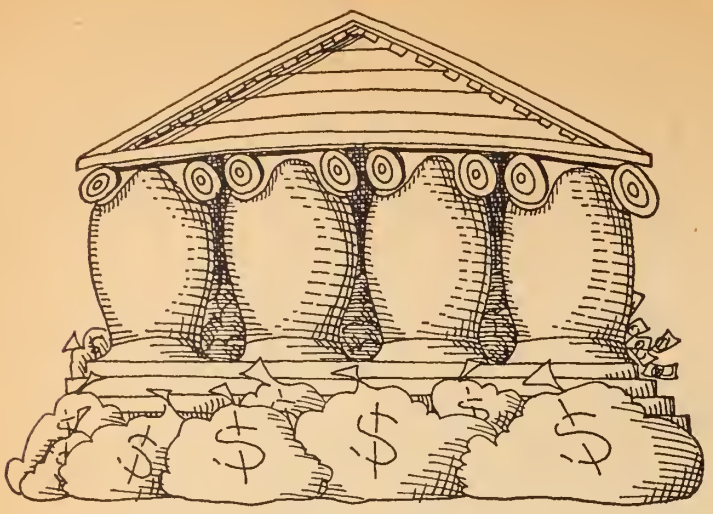
The increased Federal interest and support reflect another fact: the government now relies as heavily on the colleges and universities as the institutions do on the government. President Johnson told an audience at Princeton last year that in "almost every field of concern, from economics to national security, the academic community has become a central instrument of public policy in the United States."

Logan Wilson, president of the American Council on Education (an organization which often speaks in behalf of higher education), agrees. "Our history attests to the vital role which colleges and universities have played in assuring the nation's security and progress, and our present circumstances magnify rather than diminish the role," he says. "Since the final responsibility for our collective security and welfare can reside only in the Federal government, a close partnership between government and higher education is essential."

THE PARTNERSHIP indeed exists. As a report of the American Society of Biological Chemists has said, "the condition of mutual dependence be-

DRAWINGS BY DILL COLE





tween the Federal government and institutions of higher learning and research is one of the most profound and significant developments of our time."

Directly and indirectly, the partnership has produced enormous benefits. It has played a central role in this country's progress in science and technology—and hence has contributed to our national security, our high standard of living, the lengthening life span, our world leadership. One analysis credits to education 40 per cent of the nation's growth in economic productivity in recent years.

Despite such benefits, some thoughtful observers are concerned about the future development of the government-campus partnership. They are asking how the flood of Federal funds will alter the traditional missions of higher education, the time-honored responsibility of the states, and the flow of private funds to the campuses. They wonder if the give and take between equal partners can continue, when one has the money and the other "only the brains."

Problems already have arisen from the dynamic and complex relationship between Washington and the academic world. How serious and complex such problems can become is illustrated by the current controversy over the concentration of Federal research funds on relatively few campuses and in certain sections of the country.

The problem grew out of World War II, when the government turned to the campuses for desperately needed scientific research. Since many of the best-known and most productive scientists were working in a dozen or so institutions in the Northeast and a few in the Midwest and California, more than half of the Federal research funds were spent there. (Most of the remaining money went to another 50 universities with research and graduate training.)

The wartime emergency obviously justified this

The haves and have-nots

concentration of funds. When the war ended, however, the lopsided distribution of Federal research funds did not. In fact, it has continued right up to the present, with 29 institutions receiving more than 50 per cent of Federal research dollars.

To the institutions on the receiving end, the situation seems natural and proper. They are, after all, the strongest and most productive research centers in the nation. The government, they argue, has an obligation to spend the public's money where it will yield the highest return to the nation.

The less-favored institutions recognize this obligation, too. But they maintain that it is equally important to the nation to develop new institutions of high quality—yet, without financial help from Washington, the second- and third-rank institutions will remain just that.

In late 1965 President Johnson, in a memorandum to the heads of Federal departments and agencies, acknowledged the importance of maintaining scientific excellence in the institutions where it now exists. But, he emphasized, Federal research funds should also be used to strengthen and develop new centers of excellence. Last year this "spread the wealth" movement gained momentum, as a number of agencies stepped up their efforts to broaden the distribution of research money. The Department of Defense, for example, one of the bigger purchasers of research, designated $18 million for this academic year to help about 50 widely scattered institutions develop into high-grade research centers. But with economies induced by the war in Vietnam, it is doubtful whether enough money will be available in the near future to end the controversy.

Eventually, Congress may have to act. In so doing, it is almost certain to displease, and perhaps hurt, some institutions. To the pessimist, the situation is a sign of troubled times ahead. To the optimist, it is the democratic process at work.

RECENT STUDENT DEMONSTRATIONS have dramatized another problem to which the partnership between the government and the campus has contributed: the relative emphasis that is placed

compete for limited funds

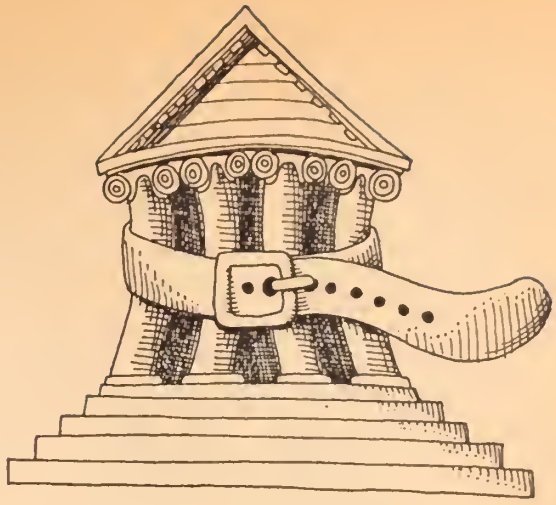
on research and on the teaching of undergraduates.

Wisconsin's Representative Henry Reuss conducted a Congressional study of the situation. Subsequently he said: "University teaching has become a sort of poor relation to research. I don't quarrel with the goal of excellence in science, but it is pursued at the expense of another important goal—excellence of teaching. Teaching suffers and is going to suffer more."

The problem is not limited to universities. It is having a pronounced effect on the smaller liberal arts colleges, the women's colleges, and the junior colleges—all of which have as their primary function the teaching of undergraduates. To offer a first-rate education, the colleges must attract and retain a first-rate faculty, which in turn attracts good students and financial support. But undergraduate colleges can rarely compete with Federally supported universities in faculty salaries, fellowship awards, research opportunities, and plant and equipment. The president of one of the best undergraduate colleges says: "When we do get a young scholar who skillfully combines research and teaching abilities, the universities lure him from us with the promise of a high salary, light teaching duties, frequent leaves, and almost anything else he may want."

Leland Haworth, whose National Science Foundation distributes more than $300 million annually for research activities and graduate programs on the campuses, disagrees. "I hold little or no brief," he says, "for the allegation that Federal support of research has detracted seriously from undergraduate teaching. I dispute the contention heard in some quarters that certain of our major universities have become giant research factories concentrating on Federally sponsored research projects to the detriment of their educational functions." Most university scholars would probably support Mr. Haworth's contention that teachers who conduct research are generally better teachers, and that the research enterprise has infused science education with new substance and vitality.

To get perspective on the problem, compare university research today with what it was before World War II. A prominent physicist calls the prewar days "a horse-and-buggy period." In 1930, colleges and universities spent less than $20 million on scientific research, and that came largely from private foundations, corporations, and endowment income. Scholars often built their equipment from ingeniously adapted scraps and spare machine parts. Graduate students considered it compensation enough just to be allowed to participate.



Some three decades and $125 billion later, there is hardly an academic scientist who does not feel pressure to get government funds. The chairman of one leading biology department admits that "if a young scholar doesn't have a grant when he comes here, he had better get one within a year or so or he's out; we have no funds to support his research."

Considering the large amounts of money available for research and graduate training, and recognizing that the publication of research findings is still the primary criterion for academic promotion, it is not surprising that the faculties of most universities spend a substantial part of their energies in those activities.

Federal agencies are looking for ways to ease the problem. The National Science Foundation, for example, has set up a new program which will make grants to undergraduate colleges for the improvement of science instruction.

More help will surely be forthcoming.

THE FACT that Federal funds have been concentrated in the sciences has also had a pronounced effect on colleges and universities. In many institutions, faculty members in the natural sciences earn more than faculty members in the humanities and social sciences; they have better facilities, more frequent leaves, and generally more influence on the campus.

The government's support of science can also disrupt the academic balance and internal priorities of a college or university. One president explained:

"Our highest-priority construction project was a $3 million building for our humanities departments. Under the Higher Education Facilities Act, we could expect to get a third of this from the Federal government. This would leave $2 million for us to get from private sources.

"But then, under a new government program, the biology and psychology faculty decided to apply to the National Institutes of Health for $1.5 million for new faculty members over a period of five years. These additional faculty people, however, made it necessary for us to go ahead immediately with our plans for a $4 million science building—so we gave *it* the No. 1 priority and moved the humanities building down the list.

"We could finance half the science building's cost with Federal funds. In addition, the scientists pointed out, they could get several training grants which would provide stipends to graduate students and tuition to our institution.

"You see what this meant? Both needs were valid —those of the humanities and those of the sciences. For $2 million of private money, I could either build a $3 million humanities building *or* I could build a $4 million science building, get $1.5 million for additional faculty, and pick up a few hundred thousand dollars in training grants. Either-or; not both."

The president could have added that if the scientists had been denied the privilege of applying to NIH, they might well have gone to another institution, taking their research grants with them. On the other hand, under the conditions of the academic marketplace, it was unlikely that the humanities scholars would be able to exercise a similar mobility.

The case also illustrates why academic administrators sometimes complain that Federal support of an individual faculty member's research projects casts their institution in the ineffectual role of a legal middleman, prompting the faculty member to feel a greater loyalty to a Federal agency than to the college or university.

Congress has moved to lessen the disparity between support of the humanities and social sciences on the one hand and support of the physical and biological sciences on the other. It established the National Foundation for the Arts and Humanities—a move which, despite a pitifully small first-year allocation of funds, offers some encouragement. And close observers of the Washington scene predict that

The affluence of research:

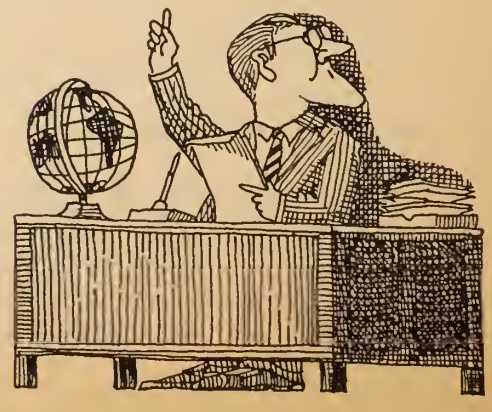
the social sciences, which have been receiving some Federal support, are destined to get considerably more in the next few years.

EFFORTS TO COPE with such difficult problems must begin with an understanding of the nature and background of the government-campus partnership. But this presents a problem in itself, for one encounters a welter of conflicting statistics, contradictory information, and wide differences of honest opinion. The task is further complicated by the swiftness with which the situation continually changes. And—the ultimate complication—there is almost no uniformity or coordination in the Federal government's numerous programs affecting higher education.

Each of the 50 or so agencies dispensing Federal funds to the colleges and universities is responsible for its own program, and no single Federal agency supervises the entire enterprise. (The creation of the Office of Science and Technology in 1962 represented an attempt to cope with the multiplicity of relationships. But so far there has been little significant improvement.) Even within the two houses of Congress, responsibility for the government's expenditures on the campuses is scattered among several committees.

Not only does the lack of a coordinated Federal program make it difficult to find a clear definition of the government's role in higher education, but it also creates a number of problems both in Washington and on the campuses.

The Bureau of the Budget, for example, has had to

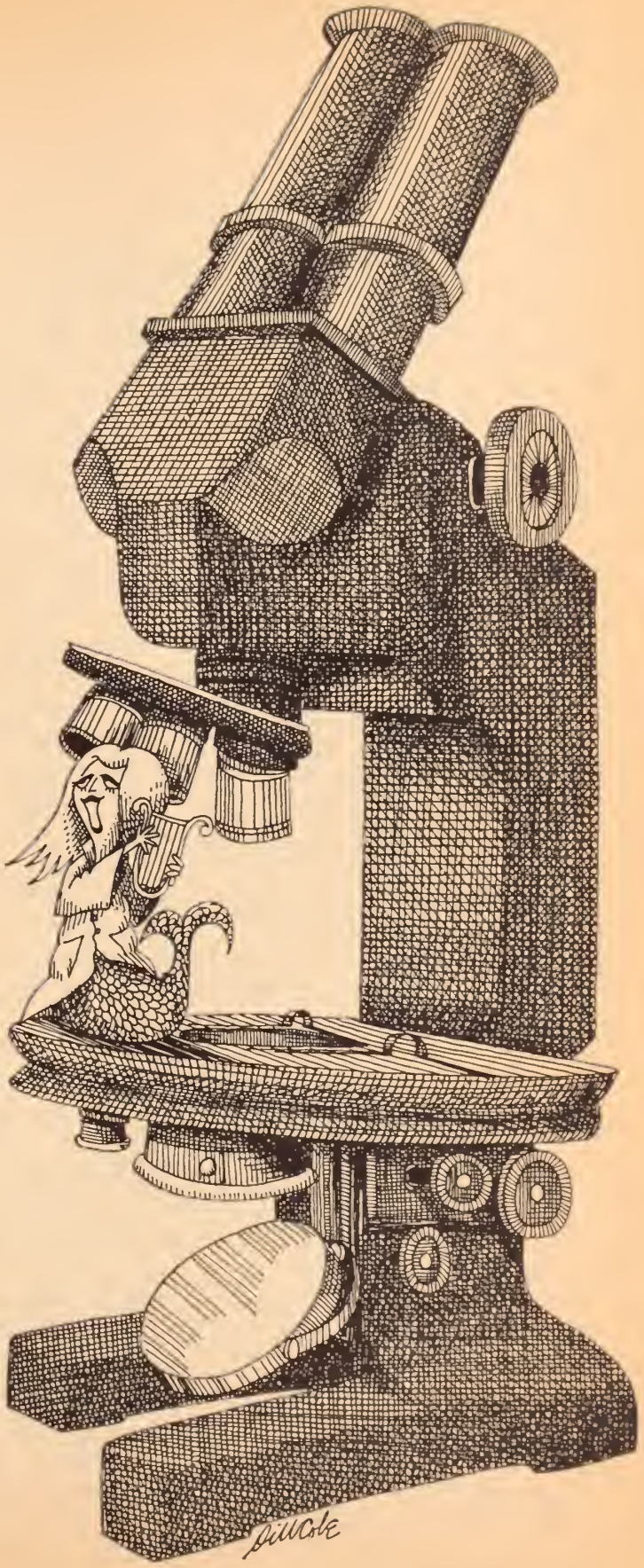


a siren song to teachers

wrestle with several uncoordinated, duplicative Federal science budgets and with different accounting systems. Congress, faced with the almost impossible task of keeping informed about the esoteric world of science in order to legislate intelligently, finds it difficult to control and direct the fast-growing Federal investment in higher education. And the individual government agencies are forced to make policy decisions and to respond to political and other pressures without adequate or consistent guidelines from above.

The colleges and universities, on the other hand, must negotiate the maze of Federal bureaus with consummate skill if they are to get their share of the Federal largesse. If they succeed, they must then cope with mountains of paperwork, disparate systems of accounting, and volumes of regulations that differ from agency to agency. Considering the magnitude of the financial rewards at stake, the institutions have had no choice but to enlarge their administrative staffs accordingly, adding people who can handle the business problems, wrestle with paperwork, manage grants and contracts, and untangle legal snarls. College and university presidents are constantly looking for competent academic administrators to prowl the Federal agencies in search of programs and opportunities in which their institutions can profitably participate.

The latter group of people, whom the press calls "university lobbyists," has been growing in number. At least a dozen institutions now have full-time representatives working in Washington. Many more have members of their administrative and academic staffs shuttling to and from the capital to negotiate Federal grants and contracts, cultivate agency personnel, and try to influence legislation. Still other institutions have enlisted the aid of qualified alumni or trustees who happen to live in Washington.



THE LACK of a uniform Federal policy prevents the clear statement of national goals that might give direction to the government's investments in higher education. This takes a toll in effectiveness and consistency and tends to produce contradictions and conflicts. The teaching-versus-research controversy is one example.

Fund-raisers prowl the Washington maze

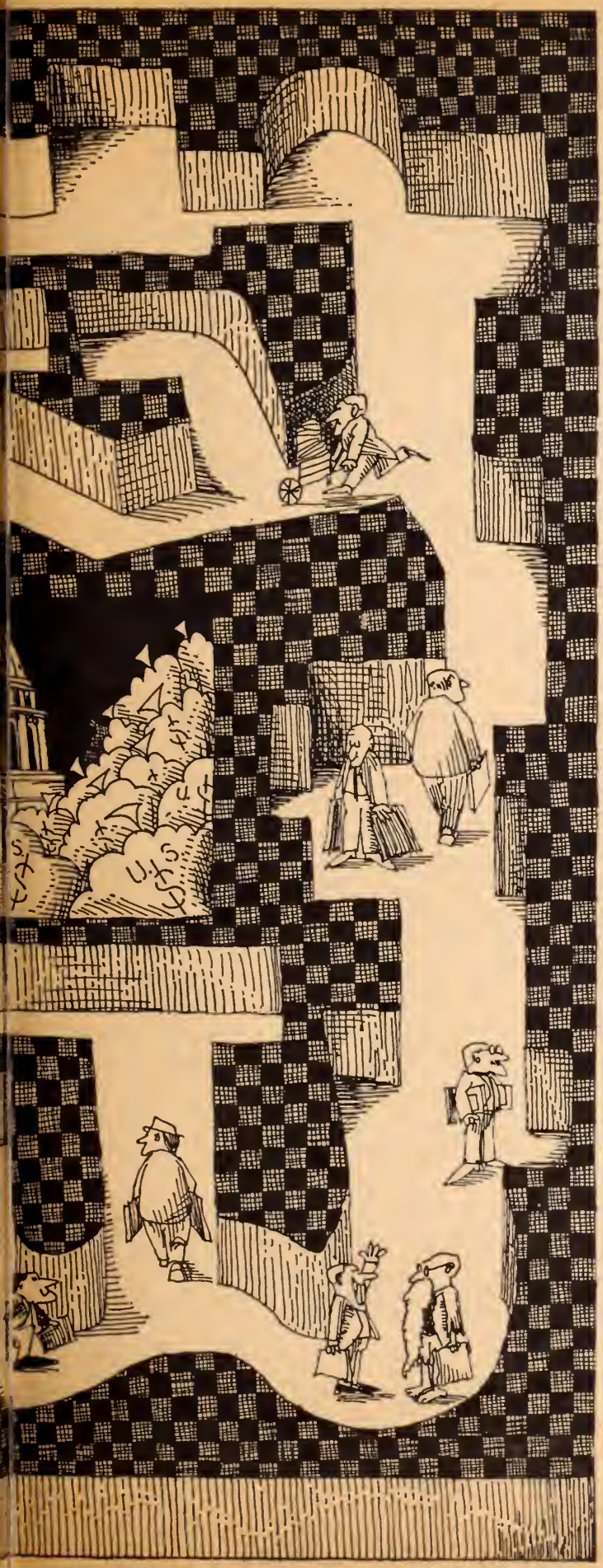
President Johnson provided another. Last summer, he publicly asked if the country is really getting its money's worth from its support of scientific research. He implied that the time may have come to apply more widely, for the benefit of the nation, the knowledge that Federally sponsored medical research had produced in recent years. A wave of apprehension spread through the medical schools when the President's remarks were reported. The inference to be drawn was that the Federal funds supporting the elaborate research effort, built at the urging of the government, might now be diverted to actual medical care and treatment. Later the Secretary of Health, Education, and Welfare, John W. Gardner, tried to lay a calming hand on the medical scientists' fevered brows by making a strong reaffirmation of the National Institutes of Health's commitment to basic research. But the apprehensiveness remains.

Other events suggest that the 25-year honeymoon of science and the government may be ending. Connecticut's Congressman Emilio Q. Daddario, a man who is not intimidated by the mystique of modern science, has stepped up his campaign to have a greater part of the National Science Foundation budget spent on applied research. And, despite pleas from scientists and NSF administrators, Congress terminated the costly Mohole project, which was designed to gain more fundamental information about the internal structure of the earth.

Some observers feel that because it permits and often causes such conflicts, the diversity in the government's support of higher education is a basic flaw in the partnership. Others, however, believe this diversity, despite its disadvantages, guarantees a margin of independence to colleges and universities that would be jeopardized in a monolithic "super-bureau."

Good or bad, the diversity was probably essential to the development of the partnership between Washington and the academic world. Charles Kidd, executive secretary of the Federal Council for Science and Technology, puts it bluntly when he points out that the system's pluralism has allowed us to avoid dealing "directly with the ideological problem of what the total relationship of the government and universities should be. If we had had to face these ideological and political pressures head-on over the





past few years, the confrontation probably would have wrecked the system."

That confrontation may be coming closer, as Federal allocations to science and education come under sharper scrutiny in Congress and as the partnership enters a new and significant phase.

FEDERAL AID to higher education began with the Ordinance of 1787, which set aside public lands for schools and declared that the "means of education shall forever be encouraged." But the two forces that most shaped American higher education, say many historians, were the land-grant movement of the nineteenth century and the Federal support of scientific research that began in World War II.

The land-grant legislation and related acts of Congress in subsequent years established the American concept of enlisting the resources of higher education to meet pressing national needs. The laws were pragmatic and were designed to improve education and research in the natural sciences, from which agricultural and industrial expansion could proceed. From these laws has evolved the world's greatest system of public higher education.

In this century the Federal involvement grew spasmodically during such periods of crisis as World War I and the depression of the thirties. But it was not until World War II that the relationship began its rapid evolution into the dynamic and intimate partnership that now exists.

Federal agencies and industrial laboratories were ill-prepared in 1940 to supply the research and technology so essential to a full-scale war effort. The government therefore turned to the nation's colleges and universities. Federal funds supported scientific research on the campuses and built huge research facilities to be operated by universities under contract, such as Chicago's Argonne Laboratory and California's laboratory in Los Alamos.

So successful was the new relationship that it continued to flourish after the war. Federal research funds poured onto the campuses from military agencies, the National Institutes of Health, the Atomic Energy Commission, and the National Science Foundation. The amounts of money increased spectacularly. At the beginning of the war the Federal government spent less than $200 million a year for all research and development. By 1950, the Federal "r & d" expenditure totaled $1 billion.

The Soviet Union's launching of Sputnik jolted



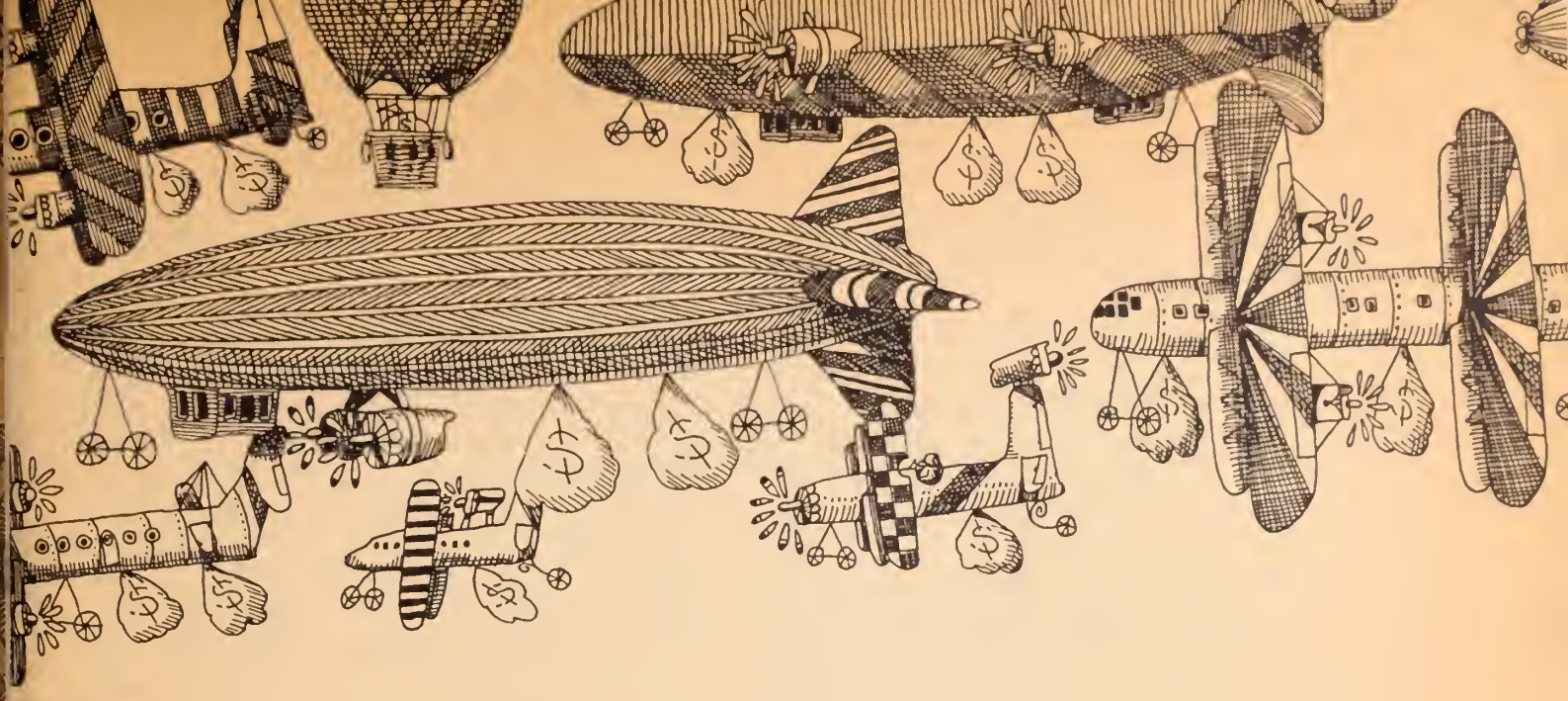
Even those campuses which traditionally stand apart from government find it hard to resist Federal aid.

the nation and brought a dramatic surge in support of scientific research. President Eisenhower named James R. Killian, Jr., president of Massachusetts Institute of Technology, to be Special Assistant to the President for Science and Technology. The National Aeronautics and Space Administration was established, and the National Defense Education Act of 1958 was passed. Federal spending for scientific research and development increased to $5.8 billion. Of this, $400 million went to colleges and universities.

The 1960's brought a new dimension to the relationship between the Federal government and higher education. Until then, Federal aid was almost synonymous with government support of science, and all Federal dollars allocated to campuses were to meet specific national needs.

There were two important exceptions: the GI Bill after World War II, which crowded the colleges and universities with returning servicemen and spent $19 billion on educational benefits, and the National Defense Education Act, which was the broadest legislation of its kind and the first to be based, at least in part, on the premise that support of education itself is as much in the national interest as support which is based on the colleges' contributions to something as specific as the national defense.

The crucial turning-points were reached in the Kennedy-Johnson years. President Kennedy said: "We pledge ourselves to seek a system of higher edu-



cation where every young American can be educated, not according to his race or his means, but according to his capacity. Never in the life of this country has the pursuit of that goal become more important or more urgent." Here was a clear national commitment to universal higher education, a public acknowledgment that higher education is worthy of support for its own sake. The Kennedy and Johnson administrations produced legislation which authorized:

- $1.5 billion in matching funds for new construction on the nation's campuses.
- $151 million for local communities for the building of junior colleges.
- $432 million for new medical and dental schools and for aid to their students.
- The first large-scale Federal program of undergraduate scholarships, and the first Federal package combining them with loans and jobs to help individual students.
- Grants to strengthen college and university libraries.
- Significant amounts of Federal money for "promising institutions," in an effort to lift the entire system of higher education.
- The first significant support of the humanities.

In addition, dozens of "Great Society" bills included funds for colleges and universities. And their number is likely to increase in the years ahead.

The full significance of the developments of the past few years will probably not be known for some time. But it is clear that the partnership between the Federal government and higher education has entered a new phase. The question of the Federal government's total relationship to colleges and universities—avoided for so many years—has still not been squarely faced. But a confrontation may be just around the corner.

A new phase in government-campus relationships

THE MAJOR PITFALL, around which Presidents and Congressmen have detoured, is the issue of the separation of state and church. The Constitution of the United States says nothing about the Federal government's responsibility for education. So the rationale for Federal involvement, up to now, has been the Constitution's Article I, which grants Congress the power to spend tax money for the common defense and the general welfare of the nation.

So long as Federal support of education was specific in nature and linked to the national defense, the religious issue could be skirted. But as the emphasis moved to providing for the national welfare, the legal grounds became less firm, for the First Amendment to the Constitution says, in part, "Congress shall make no law respecting an establishment of religion. . . ."

So far, for practical and obvious reasons, neither the President nor Congress has met the problem head-on. But the battle has been joined, anyway. Some cases challenging grants to church-related col-

Is higher education losing control of its destiny?

leges are now in the courts. And Congress is being pressed to pass legislation that would permit a citizen to challenge, in the Federal courts, the Congressional acts relating to higher education.

Meanwhile, America's 893 church-related colleges are eligible for funds under most Federal programs supporting higher education, and nearly all have received such funds. Most of these institutions would applaud a decision permitting the support to continue.

Some, however, would not. The Southern Baptists and the Seventh Day Adventists, for instance, have opposed Federal aid to the colleges and universities related to their denominations. Furman University, for example, under pressure from the South Carolina Baptist convention, returned a $612,000 Federal grant that it had applied for and received. Many colleges are awaiting the report of a Southern Baptist study group, due this summer.

Such institutions face an agonizing dilemma: stand fast on the principle of separation of church and state and take the financial consequences, or join the majority of colleges and universities and risk Federal influence. Said one delegate to the Southern Baptist Convention: "Those who say we're going to become second-rate schools unless we take Federal funds see clearly. I'm beginning to see it so clearly it's almost a nightmarish thing. I've moved toward Federal aid reluctantly; I don't like it."

Some colleges and universities, while refusing Federal aid in principle, permit some exceptions. Wheaton College, in Illinois, is a hold-out; but it allows some of its professors to accept National Science Foundation research grants. So does Rockford College, in Illinois. Others shun government money, but let their students accept Federal scholarships and loans. The president of one small church-related college, faced with acute financial problems, says simply: "The basic issue for us is survival."

RECENT FEDERAL PROGRAMS have sharpened the conflict between Washington and the states in fixing the responsibility for education. Traditionally and constitutionally, the responsibility has generally been with the states. But as Federal support has equaled and surpassed the state allocations to higher education, the question of responsibility is less clear.

The great growth in quality and Ph.D. production of many state universities, for instance, is undoubtedly due in large measure to Federal support. Federal dollars pay for most of the scientific research in state universities, make possible higher salaries which attract outstanding scholars, contribute substantially to new buildings, and provide large amounts of student aid. Clark Kerr speaks of the "Federal grant university," and the University of California (which he used to head) is an apt example: nearly half of its total income comes from Washington.

To most governors and state legislators, the Federal grants are a mixed blessing. Although they have helped raise the quality and capabilities of state institutions, the grants have also raised the pressure on state governments to increase their appropriations for higher education, if for no other reason than to fulfill the matching requirement of many Federal awards. But even funds which are not channeled through the state agencies and do not require the state to provide matching funds can give impetus to increased appropriations for higher education. Federal research grants to individual scholars, for example, may make it necessary for the state to provide more faculty members to get the teaching done.



"*Many institutions not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor.*"—JOHN GARDNER

Last year, 38 states and territories joined the Compact for Education, an interstate organization designed to provide "close and continuing consultation among our several states on all matters of education." The operating arm of the Compact will gather information, conduct research, seek to improve standards, propose policies, "and do such things as may be necessary or incidental to the administration of its authority. . . ."

Although not spelled out in the formal language of the document, the Compact is clearly intended to enable the states to present a united front on the future of Federal aid to education.

In typically pragmatic fashion, we Americans want our colleges and universities to serve the public interest. We expect them to train enough doctors, lawyers, and engineers. We expect them to provide answers to immediate problems such as water and air pollution, urban blight, national defense, and disease. As we have done so often in the past, we expect the Federal government to build a creative and democratic system that will accomplish these things.

A faculty planning committee at one university stated in its report: " . . . A university is now regarded as a symbol for our age, the crucible in which —by some mysterious alchemy—man's long-awaited Utopia will at last be forged."

Some think the Federal role in higher education is growing too rapidly.

As early as 1952, the Association of American Universities' commission on financing higher education warned: "We as a nation should call a halt at this time to the introduction of new programs of direct Federal aid to colleges and universities. . . . Higher education at least needs time to digest what it has already undertaken and to evaluate the full impact of what it is already doing under Federal assistance." The recommendation went unheeded.

A year or so ago, Representative Edith Green of Oregon, an active architect of major education legislation, echoed this sentiment. The time has come, she said, "to stop, look, and listen," to evaluate the impact of Congressional action on the educational system. It seems safe to predict that Mrs. Green's warning, like that of the university presidents, will fail to halt the growth of Federal spending on the campus. But the note of caution she sounds will be well-taken by many who are increasingly concerned about the impact of the Federal involvement in higher education.

The more pessimistic observers fear direct Federal control of higher education. With the loyalty-oath conflict in mind, they see peril in the requirement that Federally supported colleges and universities demonstrate compliance with civil rights legislation or lose their Federal support. They express alarm at recent agency anti-conflict-of-interest proposals that would require scholars who receive government support to account for all of their other activities.

For most who are concerned, however, the fear is not so much of direct Federal control as of Federal influence on the conduct of American higher education. Their worry is not that the government will deliberately restrict the freedom of the scholar, or directly change an institution of higher learning. Rather, they are afraid the scholar may be tempted to confine his studies to areas where Federal support is known to be available, and that institutions will be unable to resist the lure of Federal dollars.

Before he became Secretary of Health, Education, and Welfare, John W. Gardner said: "When a government agency with money to spend approaches a university, it can usually purchase almost any service it wants. And many institutions still follow the old practice of looking on funds so received as gifts. They not only do not look a gift horse in the mouth; they do not even pause to note whether it is a horse or a boa constrictor."

The greatest obstacle to the success of the government-campus partnership may lie in the fact that the partners have different objectives.

The Federal government's support of higher education has been essentially pragmatic. The Federal agencies have a mission to fulfill. To the degree that the colleges and universities can help to fulfill that mission, the agencies provide support.

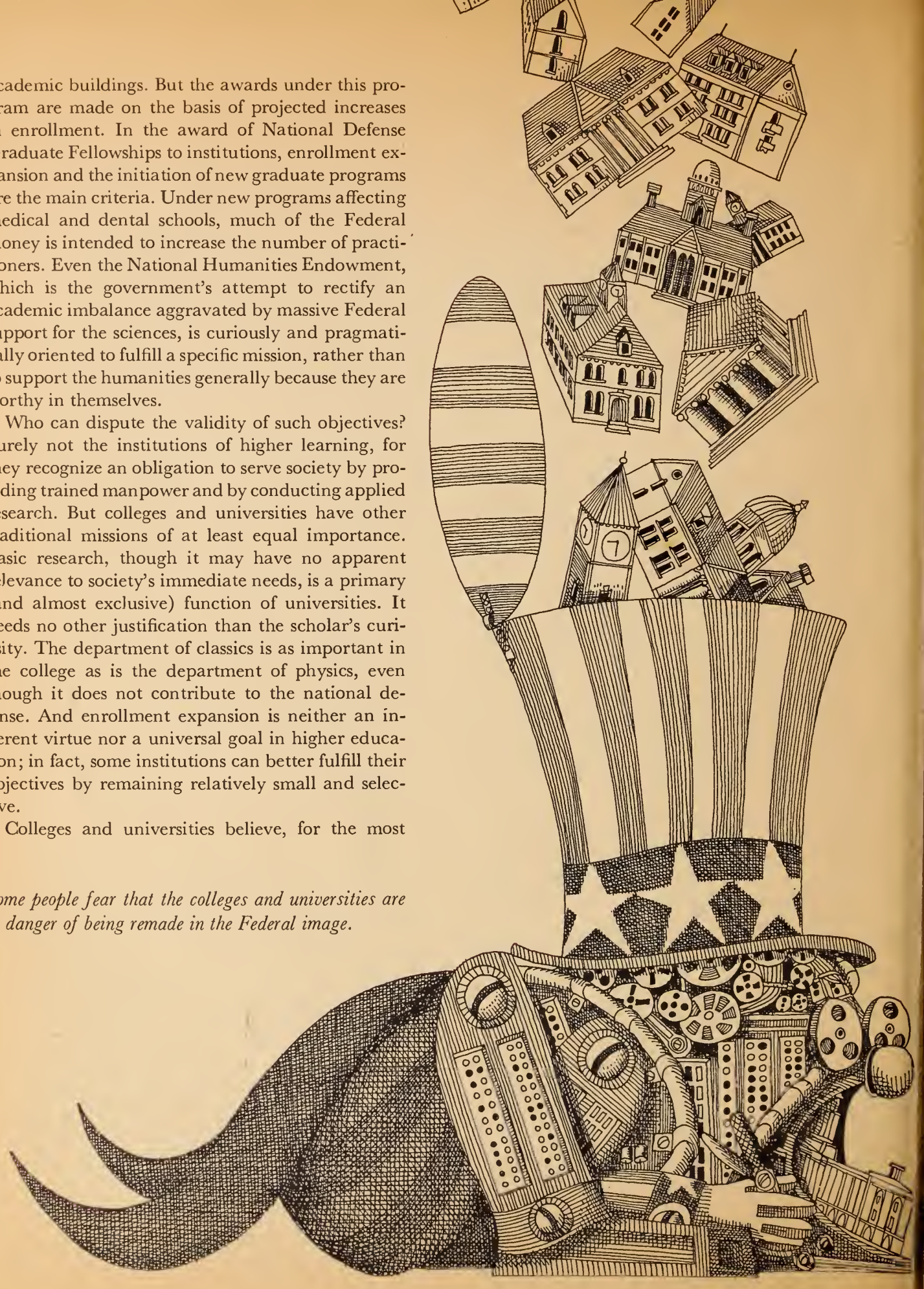
The Atomic Energy Commission, for example, supports research and related activities in nuclear physics; the National Institutes of Health provide funds for medical research; the Agency for International Development finances overseas programs. Even recent programs which tend to recognize higher education as a national resource in itself are basically presented as efforts to cope with pressing national problems.

The Higher Education Facilities Act, for instance, provides matching funds for the construction of

academic buildings. But the awards under this program are made on the basis of projected increases in enrollment. In the award of National Defense Graduate Fellowships to institutions, enrollment expansion and the initiation of new graduate programs are the main criteria. Under new programs affecting medical and dental schools, much of the Federal money is intended to increase the number of practitioners. Even the National Humanities Endowment, which is the government's attempt to rectify an academic imbalance aggravated by massive Federal support for the sciences, is curiously and pragmatically oriented to fulfill a specific mission, rather than to support the humanities generally because they are worthy in themselves.

Who can dispute the validity of such objectives? Surely not the institutions of higher learning, for they recognize an obligation to serve society by providing trained manpower and by conducting applied research. But colleges and universities have other traditional missions of at least equal importance. Basic research, though it may have no apparent relevance to society's immediate needs, is a primary (and almost exclusive) function of universities. It needs no other justification than the scholar's curiosity. The department of classics is as important in the college as is the department of physics, even though it does not contribute to the national defense. And enrollment expansion is neither an inherent virtue nor a universal goal in higher education; in fact, some institutions can better fulfill their objectives by remaining relatively small and selective.

Colleges and universities believe, for the most



Some people fear that the colleges and universities are in danger of being remade in the Federal image.

When basic objectives differ, whose will prevail?

part, that they themselves are the best judges of what they ought to do, where they would like to go, and what their internal academic priorities are. For this reason the National Association of State Universities and Land-Grant Colleges has advocated that the government increase its institutional (rather than individual project) support in higher education, thus permitting colleges and universities a reasonable latitude in using Federal funds.

Congress, however, considers that it can best determine what the nation's needs are, and how the taxpayer's money ought to be spent. Since there is never enough money to do everything that cries to be done, the choice between allocating Federal funds for cancer research or for classics is not a very difficult one for the nation's political leaders to make.

"The fact is," says one professor, "that we are trying to merge two entirely different systems. The government is the political engine of our democracy and must be responsive to the wishes of the people. But scholarship is not very democratic. You don't vote on the laws of thermodynamics or take a poll on the speed of light. Academic freedom and tenure are not prizes in a popularity contest."

Some observers feel that such a merger cannot be accomplished without causing fundamental changes in colleges and universities. They point to existing academic imbalances, the teaching-versus-research controversy, the changing roles of both professor and student, the growing commitment of colleges and universities to applied research. They fear that the influx of Federal funds into higher education will so transform colleges and universities that the very qualities that made the partnership desirable and productive in the first place will be lost.

The great technological achievements of the past 30 years, for example, would have been impossible without the basic scientific research that preceded them. This research—much of it seemingly irrelevant to society's needs—was conducted in universities, because only there could the scholar find the freedom and support that were essential to his quest. If the growing demand for applied research is met at the expense of basic research, future generations may pay the penalty.

One could argue—and many do—that colleges and universities do not have to accept Federal funds. But, to most of the nation's colleges and universities, the rejection of Federal support is an unacceptable alternative.

For those institutions already dependent upon Federal dollars, it is too late to turn back. Their physical plant, their programs, their personnel are all geared to continuing Federal aid.

And for those institutions which have received only token help from Washington, Federal dollars offer the one real hope of meeting the educational objectives they have set for themselves.

HOWEVER DISTASTEFUL the thought may be to those who oppose further Federal involvement in higher education, the fact is that there is no other way of getting the job done—to train the growing number of students, to conduct the basic research necessary to continued scientific progress, and to cope with society's most pressing problems.

Tuition, private contributions, and state allocations together fall far short of meeting the total cost of American higher education. And as costs rise, the gap is likely to widen. Tuition has finally passed the $2,000 mark in several private colleges and universities, and it is rising even in the publicly supported institutions. State governments have increased their appropriations for higher education dramatically, but there are scores of other urgent needs competing for state funds. Gifts from private foundations, cor-



porations, and alumni continue to rise steadily, but the increases are not keeping pace with rising costs.

Hence the continuation and probably the enlargement of the partnership between the Federal government and higher education appears to be inevitable. The real task facing the nation is to make it work.

To that end, colleges and universities may have to become more deeply involved in politics. They will have to determine, more clearly than ever before, just what their objectives are—and what their values are. And they will have to communicate these most effectively to their alumni, their political representatives, the corporate community, the foundations, and the public at large.

If the partnership is to succeed, the Federal government will have to do more than provide funds. Elected officials and administrators face the awesome task of formulating overall educational and research goals, to give direction to the programs of Federal support. They must make more of an effort to understand what makes colleges and universities tick, and to accommodate individual institutional differences.

THE TAXPAYING PUBLIC, and particularly alumni and alumnae, will play a crucial role in the evolution of the partnership. The degree of their understanding and support will be reflected in future legislation. And, along with private foundations and corporations, alumni and other friends of higher education bear a special responsibility for providing colleges and universities with financial support. The growing role of the Federal government, says the president of a major oil company, makes corporate contributions to higher education more important than ever before; he feels that private support enables colleges and universities to maintain academic balance and to preserve their freedom and independence. The president of a university agrees: "It is essential that the critical core of our colleges and universities be financed with non-Federal funds."

"What is going on here," says McGeorge Bundy, "is a great adventure in the purpose and performance of a free people." The partnership between higher education and the Federal government, he believes, is an experiment in American democracy.

Essentially, it is an effort to combine the forces of our educational and political systems for the common good. And the partnership is distinctly American—boldly built step by step in full public view, inspired by visionaries, tested and tempered by honest skeptics, forged out of practical political compromise.

Does it involve risks? Of course it does. But what great adventure does not? Is it not by risk-taking that free—and intelligent—people progress?

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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helps account to him why many Swedes in comparatively modest walks of life have a surprisingly adequate knowledge of English. The school system today is formalizing in this respect what had long been a tendency and which would benefit from some administrative regularization.

But what is likely to draw the most interest is the compulsory sex education. This is a theme which various states in the American union have dealt with to varying extents and which none has solved. In Sweden sex instruction begins with the very first year of school; information is progressively given on the difference between the sexes, how babies come about, and what their pre-natal development is. With the second section (the pupils are now ten years of age), the instruction shifts into higher gear; the structure of the sexual organs, puberty, menstruation, conception, pregnancy, contraceptives, venereal disease, various aberrations, etc., are all dealt with and made more impressive, where appropriate, by audio-visual aids. Sex education continues through the final year of the Comprehensive School, in which all classes are co-educational at which time the instruction is particularly intense because the pupils are now sixteen years of age and may be terminating their formal schooling altogether. Throughout the whole program textbooks and manuals on sex have been used, television on open and closed circuits has come into play, and bordering subjects such as religion, biology, social studies, etc., have treated the sex theme in a deliberately open and scientifically detached manner as befitting a natural phase of human activity. The Swedish authorities grant that the proper place for sex education is in the home, but they are also realists enough to know that many homes are not intellectually or emotionally capable of imparting this knowledge which experience and common sense show to be fundamental to the well-being of the individual. Therefore, as with welfare programs, the State has at least temporarily taken over the care of its citizens in this field as well. It is too early yet to evaluate the efficacy of sex education in Sweden, though it may not be irrelevant to indicate that the ratio of illegitimacy has declined in recent years from 12% to 10%.

A further point that the observer might note in regard to the Comprehensive School is that Swedish pupils overwhelmingly choose the "theoretical" electives when the opportunity arises at the beginning of their third section of time. When the drift in the rest of Europe and America is away from the humanities, it is interesting to see that in Sweden 52% of the pupils in their seventh year selected German or French, and only 2% chose handcraft, at the other end of the option spectrum. Two reasons are advanced for this unusual state of affairs. The humanities have always been regarded in Sweden as the surest road to the gymnasium and the university, and eventually to good positions in the prestigious civil service or professions. Status-conscious parents persuade their children to make the choice that seems to lead to the most rewarding future. If the children should eventually end up as drop-outs, the readjustment to technical and vocational programs is easier to make than the other way round. Furthermore, Swedish as a language does not have very wide currency. To be in touch with the rest of the world, to tap its cultural resources and to advance his personal intersts, a Swede must know at least one of the major world languages. What with the many Swedes in America and the British Commonwealth, and the tremendous cultural and economic significance of the language itself, English is far and beyond the most popular foreign language in Sweden, with German a medium second and French a distant third. Enrolments in Russian and other languages, though not non-existent, are negligible.

An item of mild interest in the Comprehensive School curriculum is the three-week practical session in real working conditions required of all eighth year pupils. Again it is the parents who really make the decision, whether the child will spend this time in an office, shop, or factory. Over 3,000 pupils in the city of Malmö, south Sweden, were polled as to their opinion of the whole experience. The result was revelationary. More than 90% stated that they had too little to do, others maintained they had learned very little, and all wrote that they didn't enjoy the project. Unfortunately the hosts were not polled as to their reactions, but it is safe to assume that they do not welcome the interruption in regular routine that bevies of fifteen-year-olds would cause. The part of the new program most likely to be scrapped early is this "work-experience."

When a pupil has finished the Comprehensive School he has open to him several possibilities for the future. He may now end his formal education altogether and go into industry, commerce, or agriculture, or he may enter without examination a "continuation" school which offers programs, less exacting than the gymnasium, in general education, economics, or technical subjects. About 25% of the students make this choice. On the other hand about 35% choose the three year program of the gymnasium, which has a set of compulsory subjects that take up half the total time and an array of five specialties from which to select to spend the remainder of the time. These specialties are arts, science, economics, political science, and technology, but comparisons with American programs are more difficult to make at this stage. Suffice it to state that the standard of achievement is by and large similar to that of our junior college level, which also happens to correspond to the age span of the students. Religion is neither a required subject nor an option, sex education is carefully reviewed, Latin enters as an elective, and such novelties as comparative linguistics are available.

Perhaps the most interesting single item in the present gymnasium set-up is the abolition of the old student bugbear—the final examination. Now, just the

(Continued on Page Thirty-one)

Swedish Information Service

Main building of the University of Uppsala (founded 1477), central Sweden.



Must Realism Continue ?

By LAWRENCE H. CONRAD
Professor of English
University of San Diego, College for Men

Realism in Ameriean art and letters has been played out for a long, long time. Yet it eontinues. The publie has been poised, ready for the swing toward romantieism and all that realm of loveliness we so mueh enjoy. Months pass; a year; two years. Still the swing does not begin. Winter eame, but the spring did not follow. Can it be that there is something wrong with the meehanism? This eyele has been inevitable for eenturies and eenturies; surely it is not going to fail us now! It cannot fail, of eourse, unless some new factor, never before present, has entered quietly into the arrangements for the artistie seasons, to paralyse them and hold us indefinitely at this long, long equinox.

Sueh a faetor is indeed present, operating more powerfully in Ameriea than anywhere else in the world. It ean be held to aceount for the faet that America alone has not partieipated in any romantie-art trend for many, many years.

The new faetor is advertising, whieh has beeome in a very genuine sense, an art. In America it is the wealthiest of all the arts, the most frequently encountered, the most influential. Because it has taken during the last few deeades to employing all the other arts, it has beeome, with relation to them, the master art. It is as though all of the arts had gone into a merger, with advertising as the holding-company in eharge. This it is that has disturbed the normal swing of the "seasons" in art. The arts, unaeeustomed to direction by any master, have made no adequate protest against the thing that is happening to them.

Formerly in Ameriea, and even now in all other eivilized eountries, the influence of advertising upon the arts eould not eause mueh eoneern. Advertising commereialized a few artists, usually not the best ones. Its traffie was with the artist as an individual. But in recent years, the radio and the TV, more than anything else, have so greatly extended the influenee of advertising over the arts as to reveal what it is we are "in for." In the field of musie alone, the finest artists and the greatest musieal organizations in the country derive support from various advertising budgets, and the programs they furnish are supposed to yield a return to their patrons. The venture has been highly suceessful.

As a result, the business man has become accustomed to having artists working for him in the studio, and



he has been quiek to see the advantage of employing other artists in his offiee and even in his shop. Thus the foree of art, whieh has advanced mankind to the present level of culture and eivilization, has been harnessed, so to speak, to the eart of eommeree. I say this plainly, as a self-evident faet, without meaning in the least to be nasty about it.

The effeet upon the arts has been eleetrie. Some phases of all of them have been stimulated; other phases of all of them have been immobilized. When art was free, and nothing eame between the artist and his gods, the movements in art were fairly regular, varying only as the eonstaney of human nature. Under the new direetion, the arts are guided by a system of rewards and eneouragements in directions they might not otherwise have taken. Formerly, they remained elose to the naked spirit of man. Now they obey a rein. And though the spirit of man may be ready and waiting to swing through the upper arc of the eyele of his moods, the whole impulse has been arrested. Something foreign to the mission of art has got eaught in the maehinery.

The business world has appropriated only certain moods of art, and has deereed that these moods shall be permanent. The business world is interested primarily in selling soap and shoes and oil and tobaeeo, and only seeondarily in supporting the arts. Henee it has

given heavy support to the side of art that can promote sales, and no support at all anywhere else.

The kind of art for which "good money" is paid is constant. In whatever medium it is expressed, it must echo the theme song of business. It must have a lift and a leap; it must be an urge and a compulsion; it must suggest high motives, high praise, and a high degree of satisfaction to the purchaser. It can never drop to plain speaking, to commonplace assertion, to the representation of things as they are. In short, the business world has appropriated all of art's romantic tendencies to its own uses. Romantic art has been "elevated" to commercial uses; realism has been dropped from the pay-roll. The artist, therefore, turns out romantic works for hire. And when he gets a day off for expressing himself, he must needs go realistic in order to avoid the appearance of evil.

One has only to look through a popular magazine to see a striking application of what I am saying. The world as represented in the advertising section has snap and sparkle. In that world people are well-dressed; people laugh and play; they take untold ease; they drive incredible motor cars past magnificent clubs, accompanied by slender Russian wolfhounds. And conversely, in the body of the magazine, where writer and artist work upon their own impulses, life is represented as being comparatively drab and shabby. Men rob houses, and drink bad whisky, and shoot each other, and suffer pain, and revolt against stagnant surroundings. So long as the one type of art is held fixed, by decree of the Board of Directors, the other type will be the artist's only relief from compulsion and domination. After all, an artist has to be allowed to have a little self-respect.

For the reader and appreciator, also, realism becomes a kind of sanctuary. We have come to suspect, whenever any part of life is rendered glamorous by art, that somebody behind it has something to sell. Realism must remain with us, because at the moment, it is the only unsubsidized—and therefore innocent—aspect of art. We are not going to swing into the romantic cycle in literature and art, because the romantic thing is identified largely with the commercial in our minds.

This rupture has brought about a curious state of affairs, particularly among youngsters who are looking forward to life and are planning their careers. Time was when advertising was a game for the practical and disillusioned member of the family; real artistry was for the impractical visionary; but not any longer. A reversal has set in that makes the reasoning of young folks sound like passages out of "Alice in Wonderland." If you are willing to do hack-work in the arts (and make a fortune at it), you must be of the romantic strain. If you insist on being all artist of the starve-in-a-garret type, you must go realistic in order to avoid the appearance of commercialism. But a person naturally romantic does not care to make a fortune. **Ergo,** he must have it thrust upon him. And a person naturally practical and realistic, who probably desires a fortune, must go without one. Everybody in our part of the world, artist or layman, is sick and tired of the lingering, harrowing, long last-suffering of the realism of this century. Yet no one, layman or artist, could stand more glamour and romance than advertising has already woven about every commodity that is offered for sale. We have come to a stand; we are on a dead center.

Advertisers know that, in sponsoring works of art, they win for themselves and their products the highest kind of goodwill. Many of them have already come to realize that the art they sponsor is only degraded by containing specific references to refrigerators, house paint, headache tablets, and garden hose. The next step is for them to realize that in attaching their commodities always to one phase of art, they are only being annoying and boresome, and are causing themselves and their goods to be thought of with distaste.

It is not that romance is dead. It is that romance is working for a living. If the business world continues to impress romanticism, and that alone, as a mere adjunct of the sales force, then realism must remain the only resort of those artists who have high artistic integrity. And these are always the greatest artists. Eventually, perhaps, they will be impelled to a realism so truth-telling as to undermine the whole commercial structure. A good and free art can be used by business organizations only for creating abstract goodwill. It cannot be used for hawking goods.

Realism must continue, in America at least, until the business world learns to touch art without leaving crude fingerprints around the edges. Art has always found a kind of refuge under the wing of whatever institution happened to be governing the pattern of life. In our age, that institution is business. But the demands which business has so far made upon art are extremely shortsighted and ill-advised. It is to be hoped that a steadily-dawning intelligence among business leaders will soon bring to an end the practice of using art to lend a roseate glow to advertising copy. A dignified patronage over a normal and healthy art would be a higher calling for the business man. And it might even be better business.

Social Call

By HERBERT V. OGDEN, '35

Mae had put off going, because he didn't know what to say. In fact he might by now be getting off the subway and giving up the idea, except that he had called them up in advance and said that he was coming. He tipped back his head and studied an ad, as though he were really worried about the film-removing efficacy of his present toothpaste. The artist would have been flattered to see the tenseness of his forehead. But actually he was trying to avoid thinking of the duty-call which lay before him, and he was not succeeding.

When he got off the subway, he found that he had forgotten the address. But that wouldn't work. There was a drug store and its all-too-handy phone book. He couldn't forget Spice's name. "All Spice", they used to call him. Mac scribbled the street and number on an old envelope. He wouldn't have to stay long, anyway.

The buzzer let him in, and he went up to the third floor. Mrs. Spice was at the door. Somehow he had known that Mrs. Spice would be the first one he'd see.

"My name's Mac Sorley."

"I'm Marvin's mother." She smiled, and they shook hands. "Just come on in now. This is Marvin's father. And Marvin's sister Jeannette—and his brother James." They exchanged greetings. Mac noticed how prim and serious-straight the children were.

"I think I'd know you all from the pictures Marvin had in his bill-fold," Mac said, and it sounded to him more than ever a lie because of saying "Marvin". He set his mind to do no more lying. "We used to call him 'All Spice'—just a nick-name, you know. We all had them.

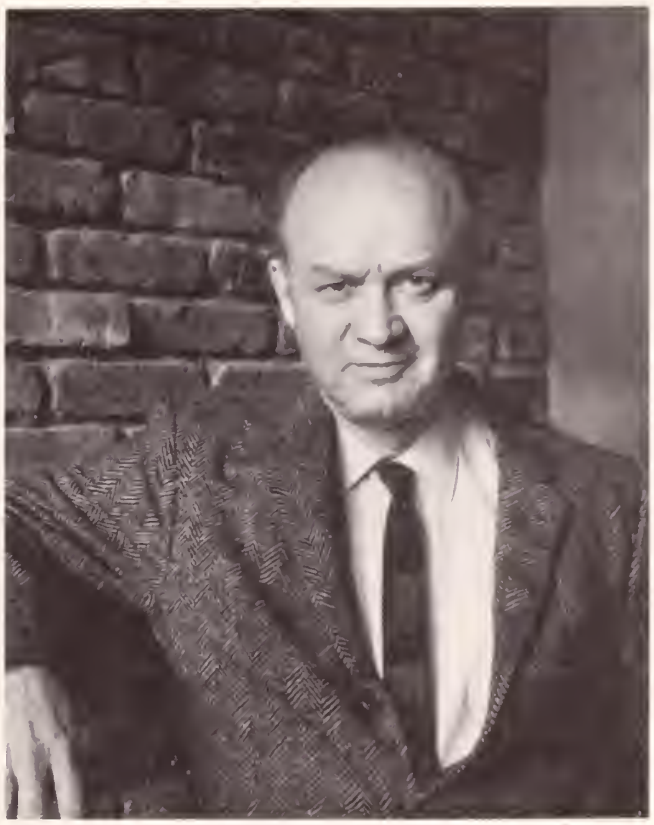
Mr. Spice sat back, somehow satisfied.

"That's his picture on the mantel," Mrs. Spice said.

"Yes, I see. It's a nice picture." There was a pause.

"Well, I guess it's pretty fine to be out of the Navy," Mr. Spice said.

"Yes it is . . . You see, knowing All Spice came from right in the same city, and having known each other on the ship and all, I thought it would be nice—



HERBERT V. OGDEN

I mean, there might be something you'd want to know or something."

"That was very nice of you," Mrs. Spice said, and swallowed once. The girl came to sit in her mother's lap. Mrs. Spice gave her a slight automatic hug, but otherwise seemed not to have noticed. Her voice was low. "There are many things we'd like to . . . Did you see it happen?"

"Well—in a way. It's like a picture you have in your mind. All Spice was there—carrying ammo to one of the twenties, I think. I was on the bridge—being I was the signal-man—then the bomb hit, and he wasn't there any more. I was in the water pretty soon after that—so that's all there is to say . . . . It isn't

much, I know."

"You told it fine," Mr. Spice said. Jeannette began to sob, and Mrs. Spice gently shushed the head against her shoulder. The boy got up and went into the other room. It grew very quiet.

This was what Mac had dreaded—you had to go on when there wasn't anything. "We used to sing a lot. Marvin—All Spice, that is—had a good voice. I guess you know. Anyway, we asked him to sing solos sometimes, and he was good. There was a fellow had a guitar—but I guess your son wrote you about all that."

"Yes, Marvin wrote," Mrs. Spice said.

Mac had an impulse. He dug out his wallet. "I have some Jap occupation money here. Your son had some too—I think. He probably would have showed you. This is what the Japs paid the Philippinos with, instead of robbing them outright. It was the same thing, of course; worthless money." Mac showed Mr. Spice, explaining some more and looking up occasionally to include Mrs. Spice and the little girl, who began to dry her eyes. Mac decided not to tell the story of how All Spice got pushed over-board one day. It was the kind of trick that might have been pulled on anyone, but they probably wouldn't understand. "That's yours," Mac said, giving the little girl one of the bills and then returning to his seat. "Maybe your brother would like one too—do you think?"

"James. Mr. Mac Sorley has something for you. Come on in here now," Mrs. Spice said, half persuading, half ordering. James entered, moving with knees that wouldn't bend. He looked at his mother.

"I'm the one who has the money to give. Why don't you come over here and see me?" Mac argued. James came slowly, his hands behind his back. Mac held up the note.

"We licked the Japs," James blurted.

"Sure," Mac said. "Otherwise our money might be just paper now, too."

"That's just paper," James stated gravely. They laughed, and James enjoyed his joke. It didn't matter that he didn't understand it.

"It's for a souvenir, take it," Mac said. James took it, and ran from the room again. Mac felt thankful that the children were there. Yet he wanted to say something more about All Spice, too. He decided against remarking that All Spice should have had a better chance to make a rating—and he couldn't think of anything else.

"Say 'Thank you'," Mrs. Spice called out to James. There was only giggling for answer, and then a rubber ball was thrown from behind the curtain. Mac picked it up, as intended, and kept watch for James to appear.

"When Marvin was young, he was different," Mrs. Spice said. "He never did warm up much to, ah, people." Mr. Spice rubbed his hands hard, as though working up to something.

"Anyone not colored, she means," Mr. Spice said. Mac nodded understandingly. "Before he went away," Mr. Spice said, "he called it 'a white man's war'. We couldn't tell much from his letters, and we got to wondering how it was—later."

For the first time, Mac felt really glad he had come.

"At first, he stayed clear of us whites, mostly," Mac said. "But then after a while he got to be, well, just one of the boys," he said.

"I'm glad," Mrs. Spice said. Her husband looked pleased, too.

When James appeared in the doorway, Mac tossed the ball back to him; and this advanced the game a mite. Mac wished he could say or do more. He wanted progress not to be such a slow thing.

National Teacher Corps

(Continued from Page Thirteen)

ments of our culture. The very sense of dedication of the Teacher Corps intern needs to be shared by those responsible for the investment in education—particularly in teacher education.

Appraised in terms of its brief period of development and its modest financial resources, the National Teacher Corps has released a significant refinement in the education of teachers. Many participating institutions have already applied their Teacher Corps processes to their regular programs. Increasing application of the laboratory approach is evident. Experience in performing educational service is becoming a greater part of the process of educating teachers. Furthermore, seen in perspective, the laboratory approach, that is proving itself for teachers of the disadvantaged, offers as much for other teachers as well. It is probable that within the decade the fifth year internship will have become established as the standard for teacher education throughout the land.

The Classics: Are They Expendable?

By GEORGE E. HARRISTON, '49

At the end of THE ROMAN WAY, Edith Hamilton writes:

> History repeats itself. The fact is a testimony to human stupidity. The statement has become a truism; nevertheless, the study of the past is relegated to the scholar and the schoolboy. And yet it is really a chart for our guidance—no less than that.

It is becoming more and more apparent that the powers which shape our modern high school curricula do not share Miss Hamilton's opinions on the importance of the past to the present. At one time in our society, almost every high school student was exposed to classical languages and to a study of the history of the ancient world; a history which has helped to shape the organization and institutions of our modern world. Today, one is hard pressed to find many schools which even offer a course in the life of that once great and influential period in the history of the world. As far as the study of classical languages is concerned, many of our schools are following the spurious philosophy that what is old is no longer good or useful. Excessive modernity is a dangerous thing.

Faced with the continual problem of justifying to administrators and colleagues and guidance counselors, the reasons for retaining some vestige of the classics in secondary schools, classicists have begun to take a new tack. No longer do they restate the old, inaccurate cliches. No longer do they allow themselves to be put in the ridiculous position of justifying something which by its mere existence and venerability justifies itself. If the study of Geometry needs no justification, then why should Latin? If a study of the French Revolution needs no justification, then why should a study of the Punic Wars? The classicists are re-acquiring their dignity and asserting their rights as legitimate members of the educational society.

This "new" classicist is moving in significant directions. He is realizing that he must fight the enemy with effective weapons—not just words. Painfully, sometimes, he is shedding worn-out theory and practice. He is no longer teaching Latin the way it was taught in 1850. New and exciting methods and programs are being developed which may go a long way in bringing back to the Latin classroom the intelligent, sensitive and conscientious student who has deserted the classical for the modern. He no longer looks upon the study of modern languages as a dilettante pursuit, nor does he show a willingness to let the modern language experts give all the cues and directions for effective language teaching. He is becoming a part of the whole, his isolation is ending. He realizes that his survival depends in great part upon his ability to move ahead in a rapidly changing world.

The problem of administrative disinterest and the decline of student enrollment in the classics has been encountered in England, as well as in the United States. In what they call their "modern" schools, the English have instituted a course in Classical Studies. In content, this course offers English translations of the best of Greek and Latin literature, and exposes the student to the history and culture of the ancient world. Ideally, any classicist prefers to have students study the languages of antiquity. However, in all practicality, he realizes that students pursuing such studies are, and no doubt will continue to be, limited in number. The English plan has proven to be a practical one and a logical way of acquainting students with the "grandeur and the glory"; an acquaintance which otherwise might never be encountered.

For a considerable time in our country, the knowledge which high school graduates had of classical life and literature usually came from senior English classes. Unfortunately, far too many English teachers are reluctant to approach Greek drama and philosophy or the poetry and political treatises of the Romans. Continually, many college literature professors are shocked and dismayed at the limited knowledge of classical literature which their students have. Too often, the prospective English teacher has to sit through a so-called "world literature" course in which only a brief excursion is made into classical examples. A strong grounding in ancient history, philosophy, and literature is essential for anyone who would venture to teach the classics in translation. The "new" classicist is available and generally willing to serve whenever the occasion arises.

And this new classicist is needed more than ever today. In such a technological society as that in which

we live, the dehumanizing of education is an ever-present danger. We are teaching more and more by machine, tape, and projector. The teacher, as we now define him, may be rapidly becoming extinct. The classicist, by the very nature of his discipline, must deal with the human side of life; its moral, religious, and philosophical aspects. His medium is people, and through his investigation of their manifold facets, he brings to his students a greater appreciation of the immense contributions which man, through the ages, has made to the evolving civilization. Indeed, he may be that last hope, that remaining force which can turn the tide from growing disenchantment to a renewal of human aspirations for the beautiful and the good.

> "It is worth our while to perceive that the final reason for Rome's defeat was the failure of mind and spirit to rise to a new and great opportunity, to meet the challenge of new and great events."

So states Edith Hamilton. How much we yet have to learn from the classical world! How tragic it would be if we should adamantly continue on a path which increasingly compounds our modern conceit as we ignore our beginnings, our traditions, and the study of the human spirit!

In Memory of Ethel J. Littlefield

Within the silent treasures of my heart,
Where only Beauty's nobleness holds sway,
There shines a face and form which once were part
Of hopes and dreams held in a fast flown day.
That gentle voice, that way of smiling so
As I was led into the paths of gold,
Is like an evening's song heard long ago
Which sweetly on the heart retains its hold.
And as the years have run with fevered pace,
And this new spring spells winter coming fast,
How changeless is the warmth of that dear face,
Which ever calls to mind my cherished past.

I know that while I live, remembered grace
Shall never fade though time these words erase.

GEORGE E. HARRISTON

Three Poems from the New Volume Called Three Voices

(See Announcement on Editorial Page)

BREATH OF THE MORNING

What in the world can be the matter?
What indeed but the breakfast chatter
Of a thousand grackles on our lawn!
And a thousand more in the dew-drenched trees!
To pull me from bed and warmth and ease
Into the air to see the show!

Nothing but grackles everywhere!
From dripping trees to the ground below!
Bob-bobbing their glossy green-sheened heads
In tune to their waddling metric walk,
And cheerful, dinful blackbird talk.

When of a sudden—Oh, wondrous scene!
As those on high in a gliding dream
Earthward stream in an inky rain!
While waves of dark wings upward fly
Re-crossing those that earthward fall
In one wing-thundering refrain!
Like some loved thought in sweet recall!

In six heart beats of startled joy!
In four winks at the morning sun!
In one six-second ecstasy!
It all was here, and then was done!

And now all is as it was before
As those above look down below
To where new breakfasters now dine,
And bob, and waddle to and fro

Cack-cacking their cheerful breakfast din.
And I think upon my wife within,
And turning to the half-closed door.
I shout to her to "Come and see!"

And then that urge within us all
That would possess joy's airy bliss
And hold it forever in the hand
As the loved moment was, and is,
Sets me on to a further plea,
"And bring your camera's memory!"
I shout! . . . Encore! . . . And then—implore!

But once again the gears of time
Within each blackbird trip their chime,
And skyward again the grackles soar,
This time to go, but come no more.

For into the woods like dreams they go—
A thunder of wings, and then—a hush
Dripping like tears from tree and bush.

And so time's birds have flown away,
Into the sudden past they've flown,
Leaving a silence on the heart
Of something there but vaguely known,
Yet known but once will never pass.

For all of the morning is now—forever!
All of the morning so good and fair!
The wonder of morning shall vanish—never!
Breath of the morning — everywhere!

—ARTHUR BRAMHALL, '31

NO DARK ETERNAL

There can be no dark eternal
So long as eye may see
Spiral flame of ivy 'twined
Round proud green cedars in the fall.

Or along the road the quickened glance
May pick purple asters
Quivering softly amid the yellowing fields.

Or beyond that lower pasture we can catch
An apple tree, Argus-eyed,
Smiling its red fruit to the mellowing sun.

No dark eternal can there be
So long as time is ringed with light.
Cedar, aster, apple-tree,
Hold back the eyelids of the night!

—HERMAN M. WARD, '35

THIS APRIL HOUR

A meaning more than spring is in the air
This April hour. I hear strange heralds sing
Of prodigies magnificent and rare
The world will never cease remembering.

New music beats its harmonies tonight
In some young poet's heart, and somewhere now
A fevered painter lets his brush take flight,
A sculptor wakes to see a vision grow.

Electric is the word for such a time,
As even I, who limped along before
Discover in the darkness I can climb
From star to star within my being's core
And feel the sudden touch of One whose power
Inflames the spirit in this April hour.

—EUGENE T. MALESKA, 37

Our Institutional Pied Piper —THE COMMUNITY COLLEGE

By RAYMOND C. LEWIN
Dean of Edward Williams College



DR. RAYMOND C. LEWIN, '50
Member of the Passaic County College Study Committee

The Community College movement has eaught on with a flourish. State after state has joined the parade. Community Colleges are opening all over the countryside with astounding rapidity. New Jersey already has four sueh institutions in operation, with at least 15 more in one or another stage of development.

I wonder if it isn't time for someone to turn the musie down and deliver a speeeh from the baek of the bandwagon to the erowd so eagerly marching along. Not that the parade is going to end, for it obviously will not, but at least to dignify the proeession with some honest and frank eomments to you, in the crowd, as to why you are so enthusiastieally parading.

There are three real and very logieal pressures whieh are combining to eondition you to the necessity of parading. The first of these would become immediately evident if you were to wander through the Garden State Plaza in Paramus, a vast shopping-eenter eomplex, and pause in front of the Peoples Trust Company offiees. In this area, where probably a shoe store had gone down to defeat, now stand key punch maehines, sorters, and eomputers all busily engaged in bank business and all just as busily replaeing people who onee had to do this work. The employees eurrently minding the store are a new vintage of maehine tenders, programmers, and I guess interpreters of one kind or another, people with different skills and a higher level of skill than the bank onee needed—but I'm sure fewer people to do the jobs than would have been needed without the automatic deviees. This, of course, is merely a small ineidence of what you are all most keenly aware of—the onslaught of automation.

This pressure has brought with it not only demands for new skills and better skills, it has brought with it the speeter of non-use of people without skills. It has brought with it the type of headline story which appeared in a local paper recently—"Some Plants Feel Labor Shortage-Many in Area Looking for Help"—and in the eenter of this story another headline, one whieh said, "Three Cities Jobless Level Nearing 20,000." The differenee between skill and non-skill is education, the differenee between the type of skill required and unemployment is increasing education of a more specialized nature than is adaptable to the high school level. The problem then ereates the pressure, it looks as if the eommunity eollege ean be designed to aeeommodate, one: the training of skilled people, and two: the retraining of people whose skills have been automated out of existenee.

A seeond logieal pressure has erupted out of a booming economy. There is money around today, more people are enjoying the fruits of this expanding affluenee. With prosperity comes a redefinition of personal goals, the family that has to work to eat and pay the rent, oftimes sets its expeetations for sons and daughters in these basie terms. The family that is more or less comfortable looks upon advanced edueation as a way on up for the offspring. This faet alone

has produced an increasing demand for college entrance, a demand which can be met only by the creation of more college spaces and new institutions. This pressure which is normal and legitimate is compounded, however, by two gray areas of near illegitimacy. One, the idea that it is more prestigious for the son or daughter to go to college than to go to work. Somehow this makes the parent feel that he is more successful; and secondly, who wants to work anyway when he can be an executive or a manager or a banker? By all this I mean there is a tendency on the part of the blue-collar parents to want a white-collar life for their children. This, as I have suggested, is normal and legitimate or abnormal and illegitimate, depending on the reasoning behind it.

Despite value judgments, the pressure is nevertheless real and intense and growing more real and more intense.

Community colleges which are there, close by, and reasonably non-selective, open college doors in the formal sense of traditional college.

I might pause here for a moment to call your attention to a strange paradox, an almost schizophrenic situation. Industry and business are demanding skilled technicians, draftsman, programmers, and the like—all work-type jobs in white collars, but in the blue-collar sense of work. This demand is urgent, the money is good. Parents, on the other hand, are looking toward the traditional concept of college, and kids are being brainwashed by their parents, by their peers, and by the schools themselves into a thought pattern which incessantly says college, college, college, in academic and traditional terms. If all the mothers had their way, this country would have nothing but doctors, lawyers, and dentists—and since I am writing for the Montclair Alumni, perhaps a teacher here and there. If the schools had their way, no program not academic would be run, and all kids would be college material. I suspect if the kids had their way, there would not be much of a problem; but unfortunately it's the rare kid who can withstand society, his teachers, and mamma.

The word society leads me to a third logical pressure. This country is education-minded. We have a deep commitment to schooling and particularly public schooling, a commitment which once said common schools for all, then the eighth grade grammar schools for all, then the high school for all, and now appears to saying *more than* high school for all. Many of the predictions and forecasts for 25-50 years hence, although based on an assumption that the judgment day won't occur, seem to be telling us that increasingly we are going to have to get used to living without work, but living well. A recent issue of a popular magazine is illustrative of the general thought. An article on the year 2000 stated that it would be expected that in the 75 year life span of a man, he would grow up to go to school for the first 25 years, work for the second 25 years, and retire to leisure and continuing education for the remaining 25 years.

How true this is, I don't know. What I am saying is that the temper of this article and of many similar predictions seems to say that society will expect as a normal pattern of life, long periods of education for entrance into the productive world, and a long period of education to ease the person out of the productive world.

Community colleges, in keeping with this pressure, have included in their programs not only something referred to as general education for the new freshman—that is, simply two more years of school with no vocational intent—but also a rather elaborate program of adult education and services which are cultural, intellectual, and avocational.

You know then that many different people are looking at this institution for different reasons and with differing expectations. You also now know why you are in the parade.

You can now turn up the music, bask in the colors, and revel in the promises. At least the mask is removed. You're there and I'm there, due to the cold fact that in our collective judgments there isn't any better place to be.

Fad, panacea, or phenomenon—whatever it is, the Community College offers us a way to go and, if we are completely honest about it, we are delighted at the prospect of a direction in which to head, even if we don't precisely know what's at the end of the road.

Evaluation of Title 1 Programs

by CHARLES R. KELLEY, Ed.D.

To improve the edueational process it is neees-sary not only to innovate but also to study the effeetive-ness of the innovations. Unfortunately, the praetieal demands of running a sehool system may not allow for sueh a "luxury". Overburdened teaehers and adminis-trators are often hard pressed to report the ehronolog-ieal sequenee of Title I aetivities, let alone eonstruet or implement a complex research design. The ap-parently simple but very eomplex operation of design-ing researeh instruments and reeording the results of data eolleetion, eonstitute a major expenditure of time and energy.

Few sehool systems are geared to spare the neces-sary personnel for duties whieh involve the eom-prehensive assessment of edueational priorities, the testing of hypotheses, defining the results of surveys, writing extensive reports regarding evaluative findings, or relating such findings to the needs of ehildren. Ar-rangements for the eolleetion and analysis of data in a manner whieh aims to give relevanee to the guide-lines established under Title I legislation, requires ex-tensive pre-planning.

The sueeess of any evaluation hinges on the ability of the investigator to draw together many diverse bits of information for a unified interpretation. No simple rules have been established for the selection of instances to be studied. Experienee indieates that eertain types of researeh are more appropriate than others. These and many other eonsiderations must be serutinized to produee meaningful results.

The observations of an impartial stranger may point up eharaeteristies assoeiated with the program that might otherwise be overlooked by a researeher eondi-tioned to the sehool system. An outside observer is likely to be aware of eustoms, practiees, and proeedures that are more or less taken for granted by the members of the regular sehool staff. Thereby it is possible to reveal major influenees operating within the program whieh may be highly rewarding from an evaluation standpoint.

Objeetives must be speeified with suffieient precision to ensure that the data eollected is reliable and valid. Since no suitable instruments may exist to measure a given element in the program, instruments and teeh-niques must be devised to overeome this obstacle. Observation instruments, interviews, questionnaires, projeetive teehniques, and the examination of sehool reeords are sample illustrations of items to be studied to develop a suceessful researeh program.

The implementation of data eolleetion proeedures is one of the major points at whieh safeguards against un-reliability must be studiously applied. This proeess re-quires elaborate proeedures and eontrols. Mueh work goes into the problem of designing samples whieh will yield aeeurate information and promote eeonomy of effort on the part of the population to be studied. It would not be profitable to eonstruet a research design whieh eneumbers the on-going instruetional program or fails to produee results whieh eorrespond to the topie being investigated.

The proeess of analysis eonstitutes the most time-eonsuming problem faeing the researeher, eoding tabulating, and performing statistieal computations requires much attention to detail, eomplex judgments and extensive reliability testing. The accuraey of sueh an effort must be eheeked and re-cheeked, elassified, averaged, or eorrelated, depending on the nature of the researeh design.

The logistics involved in testing hypotheses, determ-ining easual relationships or making inferences based on broad eonsiderations eould be a most strenuous un-dertaking for the average sehool system without supple-mentary assistanee. If the program being investigated is studied while it is in a transition state, sueh an effort would be impossible unless regular employees were eontracted to work unusual hours.

Pragmatie eonsiderations dietate that the measure-ment eriterion upon whieh a researeh design may be based ideally requires a eareful sorting of irrelevant, inaccurate, or unreliable information. The develop-ment of an adequate eriterion for eheeking results sel-dom reeeives adequate attention with all the inter-ferenees whieh a school system is heir to. Rigorous attention must not only be given to the adequaey of measures, but the relationships to variables must be earefully assessed. Not even the best team of observers ean be expeeted to provide a eomplete reeord of events, even when the effort is free of outside eommitments.

A meaningful analysis of the effeetiveness of a given program is, indeed, diffieult to develop: the more

divided the energies of the observer, the narrower the scope of the study.

Through these introductory considerations we have pointed to the limitations inherent in the results of a school system studying its own implementation of Title I programs, and have implied the urgent need to employ supplementary assistance to develop systematic knowledge of the related educational events. A variety of steps have been suggested whereby a school system could improve its ability to develop a more creative educational program.

One of the most frequent contributions of empirical research is the clarification of the concepts used to help formulate instructional procedures. This occurs because reliable research cannot proceed to fruition on the basis of untested assumptions. Some indicator must be found to justify the execution of various instructional techniques implemented in the interests of the students.

Empirical research also enables the school to refocus theory and shift interest to new methods which may lead to rapid professional growth on the part of the teachers and better life chances for the pupils.

The repercussions in our country today call for a more definitive approach to the development of educational programs for the socio-economically disadvantaged people in our society. An essential function of the school is to interpret the needs of children suffering from the degradation of poverty and attempt to remedy deficiencies whenever possible. The quality of this educational pursuit cannot be left to chance. The educator's aim should be to program his instruction based on actual rather than surmised needs. Errors and omissions can be costly in the midst of these trying times. Many of the problems which engage the teacher can be resolved if effort is properly directed.

Research stimulated by the infusion of Title I funds may raise new issues in education which far exceed the most imaginative speculation. At whatever point, in this spiral of activities launched by Title I, the significant emergence of a breakthrough occurs, it would be most beneficial to have an accurate record of the event. To conduct a program without an accompanying research component is to ignore the essential function of Title I as a tool for achieving the insights and formulations needed to perpetuate success.

The relationship between implementation and research is one of mutual contribution. Research can point to areas in which implementation is likely to be fruitful, can summarize the findings of a number of specific studies, and can provide a basis for explanation, prediction, and reality testing. Research can also serve as a spur to meet the challenge of measuring extremely complex aspects of educational theory. The extension of probes into the domain of theory will inevitably raise issues hitherto unknown.

Finally, research provides the administrator with the opportunity to obtain a better understanding of what the teachers reporting to him are up against. This can influence the direction of his leadership and provide a profile of the real problems the school system faces.

Job effectiveness, professional satisfaction, and personal involvement cannot endure in ignorance. Teamwork requires increased openness and improvement of problem solving skills. Action designs cannot be implemented without information.

If our major interest lies in improving the extent to which we are able to produce effective results, our approach must be on the scientific basis of research findings derived from innovative programs. Without such research, critics who resist the use of public revenue for the improvement of instruction and facilities could thwart the effort before the long-term results become obvious.

Education in Sweden

(Continued from Page Eighteen)

attendance at the three-year program entitles the student to enter a university in liberal arts or theology. Professional and technical colleges, however, understandably require an entrance examination to verify suitable attainment in science, mathematics, or some other subject basic to a comprehension of their relatively advanced work. The attempt, to do away with or minimize examinations is in the same spirit as the attitude that has been prevailing in education up to this point. The Comprehensive School does not have them, the continuation school does not have them, and in other academic institutions they are either nonexistent or very few. The student who dropped out of school when he completed his ninth year may return at any time to the continuation school, or to an adult school or to some special school operated by an industry, and if he completes the necessary background work, he can go on to the gymnasium and to the university. The State is trying to take care of the late-bloomers, or of those who made a decision that subsequently proved unwise, or of those who are temperamentally allergic to examinations, or of those whose circumstances have radically changed. There are to be no dead-ends in Swedish education.

Like New Jersey, Sweden has five universities for the higher education of approximately the same size of population. The University of Uppsala, founded in 1477 in central Sweden, and the University of Lund, founded in 1668 in southern Sweden, are the two oldest and perhaps only for that reason are considered a little more distinguished. The universities of Stockholm and Gothenberg, both founded in the late nineteenth century, and the University of Umea, in north Sweden, founded as recently as 1963, also share the 40,000 students presently attending Swedish universities. Students attend this or that institution because of the presence of a certain faculty or a famous professor. The program of instruction is very much the same at this level all over Sweden (indeed, all over Scandinavia) and since course credit is on a point basis, transfers can be made with relative ease. Curiously enough, little advantage is taken of this possibility. Once the institution has been chosen, the Swedish student tends to remain with it. Almost half the total enrolment at university level is in the humanities, which are available at all the institutions.

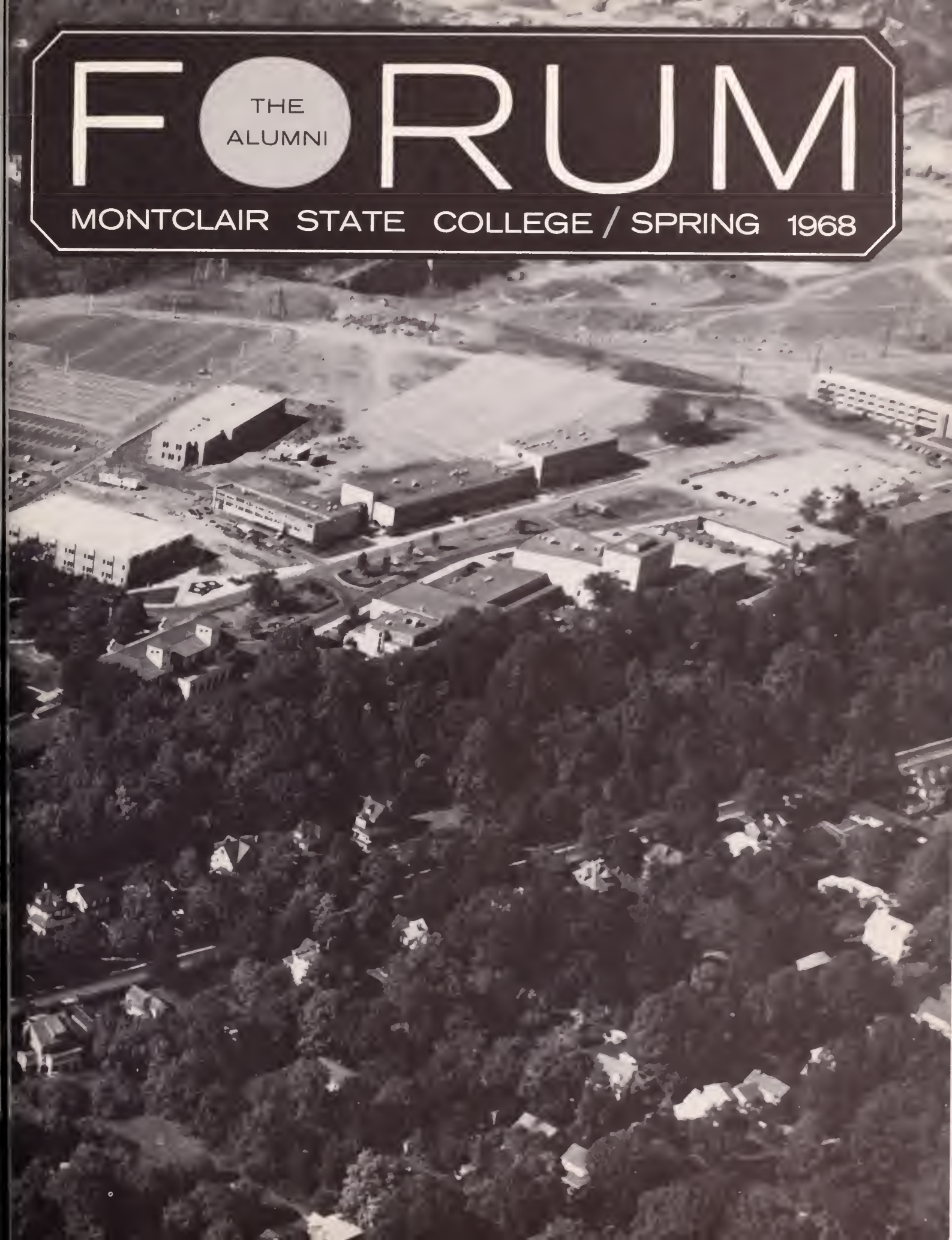
Approximately a million pupils are presently attending the Swedish comprehensive schools and 300,000 are in the gymnasium or the various types of post-comprehensive school institutions. Together with the number of students in universities or colleges, the total figure represents an increase of over 50% in enrolment in the past decade. Since population statistics remain substantially the same from year to year, where has the influx come from? No doubt the absence of examinations that may cause rejects or drop-outs is responsible for a portion, but the real reason is to be discerned in the State planning that reaches more and more strata of society that have hitherto been disadvantaged geographically or economically. The west and north of Sweden (which is the fourth largest country in Europe) are thinly populated and this has made the establishment of educational facilities in those regions an expensive proposition. Most communities there cannot afford anything beyond rudimentary schools, if that. The State has now been supplying the funds, skills, and personnel for secondary and even for the highest educational institutions in such areas. The University of Umea, founded only four years ago (320 miles northeast of Stockholm) is an outstanding example of the establishment of a facility that is completely uneconomic according to local resources, but which is needed for cultural reasons. All this type of school growth is at the expense of the nation as a whole, just as the completely free education from the first day to the last, plus free textbooks and a hot meal every day at the comprehensive school stage is borne by the State. Pupils whose economic circumstances are so bad that they cannot take advantage of even the free offerings, are given grants of appropriate sizes to bring them into the orbit of the new education.

From a brief general survey certain features might be clearly discerned about Swedish education. Certainly it shows state planning at its best in national conditions that are ideally simple. Nothing is overlooked, nothing is affected by non-state interests, nothing is arbitrarily dictated except on the basis of proved academic experience. On top of this is a willingness to experiment and to accept the logical conclusions that must be drawn from the results. What more can be asked of an educational system?



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Dr. Martin Luther King Jr.

1929-1968

A LEGACY

Dr. Martin Luther King Jr. was one of the dynamic Negro civil rights leaders who managed to stir the conscience of serious educators and force them to face up to the realities of deficient educational opportunities found all too often in urban and rural schools. He forced educators who were less than honest in their defensive attitudes to acknowledge the truth-over-crowded classes, obsolete buildings, inadequate books and supplies, a dirth of audio-visual materials, rebellious and hostile students, insufficient student service personnel, and the colossal failure of social promotion.

The conspiracy of silence has ended. The inadequacies of ghetto education are being exposed. The era of smug complacency and "shove the dirt under the carpet" is over. Aware, sensitive and thinking citizens are acknowledging the brutal damage perpetrated against deprived children. Educators whose silence and protests were muffled by considerations of professional expediency and mistaken ideas of loyalty must at long last admit their complicity in this national crime!

The beleaguered, dedicated and demoralized classroom teacher who teaches in the ghetto schools of America will always honor and pay tribute to Reverend Martin Luther King Jr. America owes a debt to the thousands of kids who have been short changed by the circumstances of life and are the victims of a calloused environment of bitterness and hatred.

A Question of Morality

One has the right to question the validity and the morality of the state's policy of spending less money on a student attending a state college than a student attending Rutgers University. Nor can one fathom the logic of paying qualified faculty in the state colleges less than is paid comparable faculty members of Rutgers University. To add insult to injury, faculty personnel of the state colleges must carry a heavier teaching load than their colleagues at Rutgers University. The injustice speaks for itself!

Is the State Board of Higher Education contending that a professor at Rutgers University is more effective as an educator than one at a state college? Is a different value placed upon the degrees earned by the faculty of Rutgers University? Is a degree from a state college less meaningful than a degree earned at Rutgers University?

The Liberal Arts at Montclair

MR. JAMES P. PETTEGROVE
PROFESSOR OF ENGLISH

As of July 1, 1967 Montclair State College came under the control of the newly created Department of Higher Education, and an era in the preparation of secondary school teachers came to a close. The College is now moving from a single-purpose to a multi-purpose program. It is, therefore, vital at this time to assess the history of Montclair's four-year curriculum, lest future generations mistakenly assume that up to last July the College slumbered in the night of an antediluvian philosophy of education, from which it was awakened by the Higher Education Act of 1966. The intent of this paper is not, however, to denigrate current plans for the College; it is to establish for posterity the academic level upon which future changes will have to be made.

Has Montclair had a liberal arts program during its existence as a teacher training college? The term "liberal arts" does not appear in the catalogues. Instead, one finds "academic training" and "professional background." But if one examines course descriptions and faculty qualifications, one sees that, so far as academic disciplines and advanced degrees are concerned, there is no significant difference between Montclair State College and traditional liberal arts institutions. Professor Paul Clifford, Chairman of the Mathematics Department, recently expressed the matter this way: "Montclair State College has always had a core program of liberal arts for the academic preparation of teachers." Elsewhere he states: "It has been the tradition at Montclair to provide courses in the general education component of the teacher education program which truly follow the spirit and content of a liberal education."

Since everybody has heard of the battle between the "Establishment" and the "Academic Community," the anomaly of a teachers college offering liberal arts studies needs explanation. Our campus was never a place of bloodshed in this battle, though the echoes have reached us. If the "Establishment" has spoken out audaciously at teachers' conventions, the "Academic Community" has infiltrated the Faculty Lounge. The upshot has been constructive rather than divisive at Montclair.

The good reputation and solid achievements of Montclair State College owe more to Harry A. Sprague, first President of this institution, than to any other individual. Dr. Sprague came to Montclair after many years of exposure to, and participation in, education at universities and colleges, and in city school systems. In a very real sense his approach to the preparation of teachers was based on his personal observations of teachers at all levels and on his personal experiences as a demonstrator of methods and procedures in the classroom. Dr. Sprague had seen widely reputed professors with the most advanced degrees who were ridiculously incompetent in the presence of students. He had also met a group, who called themselves "born teachers," who were contemptuous of both knowledge and methods of communicating it. He had known, too, the "educators" who concealed their woefully inadequate scholarship behind the latest teaching techniques.

Hence in 1927, when Dr. Sprague was empowered to initiate a four-year curriculum at Montclair for the preparation of high school teachers, he was convinced, as he is today, that there are two sciences to be mastered by the teacher candidate: the first is the subject matter he plans to teach; the second is the knowledge and skills which will enable him to communicate his chosen discipline to students. In this state of mind Dr. Sprague gathered around him professional educators and scholars, and some men who were both. Among those who shaped Montclair's first four-year program were: Dr. Charles Finley, Dean and Professor of Biology; Dr. John G. Flowers, Director of Practice Teaching; Professor Earl R. Glenn, Head of the Science Department; Professor Roy W. Hatch, Head of the Social Studies Department; Professor Margaret B. Holz, Head of the Foreign Language Department; Professor Edward Harlan Webster, Head of the English Department; and Dr. Carolyn B. Zachry, founder and Head of the Mental Hygiene Clinic (1930-1935).

For instruction in the academic disciplines Dr. Sprague recruited from reputable universities men with appropriate qualifications. Faculty were selected, says the Catalogue 1930-1931, on the basis of "thorough academic training, knowledge of sec-

ondary education, and marked teaching ability as demonstrated in high school and college fields." To drop a few names, there were: Walter H. Freeman, Ph.D. in Classical Philology, Harvard; Elwyn C. Gage, Ph.D. in History, Harvard; Charles E. Hadley, Ph.D. in Biology, Harvard; and W. Paul Hamilton, a Rhodes Scholar from Oxford University with an undergraduate degree from Princeton. Later came two more scholars, among others, who left their mark on the College: David R. Davis, Ph.D. in Mathematics, Chicago University; and Otis Ingebritsen, Ph.D. in Psychology, Chicago University. A significant fact emerged from this mingling of educators and scholars: in the long run, a goodly numbers of the educators became our ablest scholars, while about the same percentage of scholars became pre-eminent teachers.

In 1937, ten years after major programs in English, foreign languages, mathematics, science, and social studies had been introduced, the New Jersey State Teachers College at Montclair (as we were then called) was accredited by the Middle States Association of Colleges and Secondary Schools. Montclair was among the first teacher training institutions in the country to be so accredited. Three years later the College received accreditation also from the American Association of Universities. This approval amounted to official recognition that Montclair students were being adequately prepared for university graduate schools. As testimony that the accrediting agencies had exercised sound judgment, Montclair can now point to the many graduates who have successfully completed doctoral programs in our best universities all over the country.

In reality, Montclair has offered a liberal arts curriculum in the academic disciplines under the guise of professional background for teachers. Critics of teacher education colleges have often maintained that future teachers need just as sound an education in the liberal arts as candidates for other professions. In a recent interview with Dr. Sprague (which, incidentally, was one of the great satisfactions derived from writing this paper), he repeatedly stressed the analogy between the profession of teaching and that of medicine. In medicine, he said, the student must learn a definite body of subject matter, but he must also learn how to apply it in the treatment of patients. One phase of his professional preparation is just as vital as the other. To grasp the relation of Dr. Sprague's views to current thinking, one need only read the admirable article by Christopher Jencks and David Riesman entitled "Where Graduate Schools Fail" in the February number of *Atlantic*. Some statements in the article sound as if the writers had "bugged" a Montclair faculty meeting back in the Thirties: "A teacher needs to know as much as his research colleagues know, and more. He needs the scholarly competence Ph.D. programs claim to develop, but he also needs expertise in working with late adolescents, both in the classroom and outside of it." (p.55)

In the perspective of today's thinking Montclair's emphasis on the twofold preparation of candidates for teaching careers seems as sound as ever. If the College has failed to realize its goals as fully as its severest critics might wish, two reasons suggest themselves in justification. First, Montclair has suffered from a colossal lack of funds. New Jersey's traditional indifference to the needs of higher education has caused untold hardship and frustration among its abundantly talented and ambitious youth. Secondly, the College, especially in the last two decades, has perhaps relied too much on a proliferation of courses in the theory of education as the best preparation for the teaching profession. The recent curtailment of the requirements in education courses is, from this viewpoint, a step in the right direction.

Poverty in an institution of higher education eats at the vitals. At Montclair it has been felt most tragically at the recruiting interview and at promotion time. Certain State regulations and policies have further handicapped the administration in hiring and retaining the ablest people. At a recent gathering of the State College faculties Chancellor Ralph A. Dungan stated that sixty-five percent of the teaching personnel hired by these colleges last year were drawn from the secondary and elementary schools. To be sure, some of Montclair's most dynamic faculty and administration have always been former high school people. Our experience has clearly shown that superior high school teachers are better than run-of-the-mill college instructors. However, the average high school teacher is not prepared to teach at college level—unless the college's standards have been seriously impaired by indiscriminate recruiting of faculty. One readily asks why the State Colleges, including Montclair, have so frequently turned to the high schools for personnel. Several reasons are obvious. First, our teaching load, by nationally accepted standards for higher education, is excessive. But for a high school teacher it is light. Our salaries are below those of comparable institutions, yet they are on a par with most, though not all, high school salary scales. Our rule

requiring two years of professional experience for an instructor entering the profession has for some time been unrealistic, especially when we had to hire at the bottom of the rank. A successful college instructor with two years' experience expects a higher salary rating than we have been allowed to grant him. As a further deterrent to talented staff, State budgetary procedures have been so timed that the administration often has not known how many persons it could hire until so late in the recruiting season that desirable instructors already had contracts elsewhere. Chancellor Dungan has raised the issue of a separate budgetary cycle for the colleges which would eliminate this handicap.

Promotions are just as vital to the development and maintenance of a strong faculty as recruiting is. Here again, lack of money, and lack of financial autonomy, have cost Montclair heavily in able faculty who, owing to our unrealistic procedures, could not be promoted. The rigid stipulations of fixed numbers of years of professional experience for different ranks have become obsolete on the current market. Promising young scholars today move rapidly up the scale of salary and rank.

Another important aspect of this problem appears in the disciplines of art, music, theater, and literature. The doctorate is a measure of academic achievement, not of artistic talent. Degree requirements and semester hour credits cannot be applied to painters, musicians, actors, and poets. Yet that is what we have to do when we attempt to make them members of our faculty. To illustrate: our Fine Arts Department could not offer its lowest rank and bottom salary to Leonardo da Vinci, were he alive today. (A friendly critic has told me we have the category of "Visiting Specialist." But the visit is limited to two years; and, although the salary is "open," it is not included in the budget.) Yet the presence of living artists, musicians, playwrights, and poets in a college community can add luster to the institution and bring inspiration to students, faculty, and the public outside. A practical arrangement for the "artist in residence" ought to be worked out. Our own students have blazed a trail in this direction by engaging—and paying from their own funds—distinguished artists and scholars to spend an occasional evening among us.

Morale among the Montclair faculty has been generally high, despite our many frustrations. The reason for this has been the remarkable degree of academic freedom which has prevailed on this campus. Dr. Sprague, and his successor, Dr. Partridge, were both ardent believers in academic freedom; and the State Department of Education must be gratefully remembered for its consistent stand on this matter. Without this freedom there is no "higher" education. While many of the details of our programs had to be cleared with the Commissioner's Office, Montclair classrooms have always remained the inviolate domain of the instructor and his students. Similarly, the freedom to organize his own courses and to choose his own texts has lent dignity and identity to Montclair faculty members; it has also stimulated scholarship and fresh approaches in teaching. Prescribed texts and regimented course plans can be as stultifying as life in a chain gang. When teaching becomes a treadmill, the mind dies. And a dead mind, like a dead body, deserves prompt and decent burial.

No institution is ever entirely free from the weaknesses it most abhors. In stressing teaching, it may be that both faculty and administration have at times underestimated the research and preparation that lift a classroom presentation to college level. Factors that have contributed to this oversight have doubtless been our heavy teaching load, involvement in degree-getting, and the sin of sloth. However, another factor is suggested in a recent self-evaluative report based on faculty and student opinion. "It is not heresy or disloyalty," says the Report of the Committee on Innovations (p.1), "to point out that certain secondary-school spirit exists on our campus. There are too many generalists and too few specialists. There is an anti-intellectualism that minimizes the value of scholarship and research."

College faculties are often judged by their publications. In view of the fact that no load credit has normally been given for collecting the materials for publications, the accomplishments of our faculty are quite striking. The textbook tradition began with John C. Stone, our first professor of mathematics, back in the Normal School days. According to Virgil S. Mallory, who continued the tradition, Professor Stone sold about 20,000,000 copies of his many texts. Dr. Mallory sold more than 8,000,000 copies of his books. Down to the present, members of the Mathematics Department have led all other disciplines in textbook writing and sales. Distinguished publications have come from several other departments over the years.

However, the publication of research at the forefront of knowledge has been rare on this campus. Our frame of reference has been practical, and it has not encouraged pure scholarship. Perhaps it has been the tragic flaw of practical people down

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William Hope '64 has learned that films are more meaningful to students who find reading difficult.



Ellen Murphy '65 has found that a smile, patience and a soft spoken word are very effective techniques.

Have the State Colleges Neglected

By DR. BENJAMIN EPSTEIN
ASSISTANT SUPERINTENDENT OF SCHOOLS,
NEWARK, NEW JERSEY

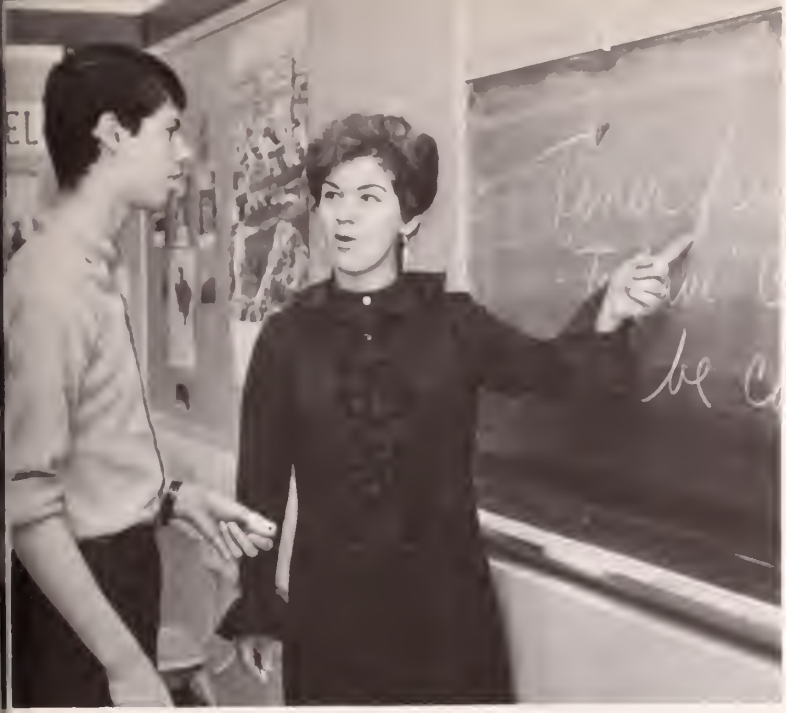
Within a few days after the civil disturbances concluded in Newark in the summer of 1967, the Department of Personnel of the Newark Board of Education received word from one of the nearby New Jersey State Colleges that several of their seniors who had originally requested practice teaching assignments in Newark during the school year of 1967-68 had just withdrawn their requests and would not be coming to Newark at all.

Perhaps these seniors reasoned that, since disturbances had rocked the city, it followed that the schools would become microcosmic replicas of the city of which they were a part. Or perhaps the parents of these soon-to-be teachers were frightened and forbad their children from risking the "physical perils" of being inside a Newark school. Or perhaps these fledgling teachers were prepared with too little knowledge and understanding of the realities and challenges which teaching ghetto and slum children in the central poverty areas of a present-day American big city entails because their college had done too little to introduce them to the problem.

It was an unhappy fact that so few of these students—and perhaps this comment applies also to most of their college mentors—had bothered to find out that during the troubled days of the summer, the schools of Newark were centers of stability rather than disorder. Schools had remained open and children had attended them in the centers of conflict disrupted areas. Schools had been closed one day; but this came about as a result of an order by the Governor which had been reluctantly complied with by the administration of the schools of Newark, who would have preferred to keep schools open.

Of course, we had heard again and again, that instructors in some of the State Colleges, including Montclair, sometimes in terms subtle and just as often with pointed and obvious remarks, had played a role in dissuading teacher-trainees from coming to work in the big bad cities, because the social problems made teaching more difficult, the children were less willing to accept traditional school-teacher authority and controls, the buildings were older, and every other factor was equally uninviting. Yet such perverted behavior, could not have, in any major fashion, materially produced any serious effects on the thinking of teacher candidates if they had previously gone through an intensive and meaningful training program, directed toward the goal of making substantial and in-depth contributions to present day urban education.

Yet, sorry to say, such intensive programs which should have mobilized and combined the efforts of every sector of academic expertise and the professional training of teachers in trying to bring solu-



Theodora Yacik '65 teaches English to Spanish speaking students with a dramatic flair.



Philip Syvester '63 always emphasizes the basic fundamentals and reviews and reviews.

Their Responsibility to the Cities?

tions to the educational problems of the ghettoes and poverty-scarred cities did not exist on the campuses of the teacher-training institutions of New Jersey. The fact is that they still do not exist in any measure remotely appropriate to the demands of the situation. For that matter, they do not exist to any significant extent in any of the other colleges of New Jersey. It is of small comfort to the writer that as early as ten years ago he had publicly called upon the then-Commissioner of Education and the Presidents of the State Colleges to institute such programs; his appeals resulted in an exercise in futility!

All of this is not meant to deny, demean, or minimize a number of projects that have been undertaken by the colleges and universities of New Jersey. The Princeton Cooperative Schools Project; Upward Bound programs at Rutgers, Seton Hall, St. Elizabeth; Operation High School Head Start at Seton Hall; TRY and SPURT activities at Montclair; volunteer tutors in city schools from NCE, Rutgers, Newark State, Montclair State Colleges; the experimental joint project at Newark's Camden Street School being conducted in a partnership between the Newark Board of Education and Rutgers; an ongoing teacher-internship program of cooperation between Newark State and the Newark Board of Education at Bergen Street School; The Saturday Morning at Rutgers programs for motivating secondary school students in Newark—these and several others are enheartening examples of genuine interest and involvement. They are "steps in the right direction." But they are very far from enough. Their dimensions are too microscopic for the dimensions of the problem they seek to alleviate.

What is called for is something far more extensive both in quality and quantity. The priority agenda of every teacher-training institution and of every center of higher learning concerned with the problems of educating youth need restructuring. What I am proposing here is a resolution by every State College and every other institution that trains teachers to set up a task Force for Urban Education on its campus. Each such task force must become a major influence felt in every phase of the academic and creative life of the institution in which it operates. It must affect what is taught, what is studied, what is researched.

Let me list what I feel some of the goals of such task forces might be:

1. Every individual who comes to the campus seeking to participate as a professional worker in education, as teacher, guidance counsellor, administrator, psychologist, social-case worker, or otherwise, must be required to move through a process of training which will saturate (or if you prefer, brain-wash) him with knowledge, understanding, appreciation, and empathy with the educational problems of the central city, with its culture, its tensions, its ghetto quality, its racial and ethnic

characteristics. Such training cannot be exclusively centered in academic on-campus classroom activities but must involve direct experiential contact with the schools, institutions, streets, and homes of the ghetto and poverty communities which make up the centers of old big cities such as Newark. Every education-oriented trainee in a college today must be required to go through courses which emphasize sensitivity to human relations; the anthropology and patterns of poverty-cultures; the history of American minority peoples—especially Negro history; variations in value systems among specific subcultures which distinguish them from the standard white, Anglo-Saxon middle class system which our schools have traditionally sought to impose on all their pupils; the political, economic, housing, health, transportation, recreational, and fiscal realities of cities; concepts of self-help patterns versus paternalistic patronage in the social dynamics of poverty communities; techniques in the use of multi-media for enhancing the learning of verbally-starved children; the uselessness of standardized culture-bound measuring tools in judging individual capacity and progress in children from ghetto and poverty backgrounds; the sociology of the extended and disorganized family; the effects of subsistence with the constant support of public welfare; and a host of other related items which could very well also include as handy a tool as proficiency in conversational Spanish. Certainly every trainee must go through some personal analysis of his own prejudgments about people who are poor, who are black, who live in slums, who come from other lands, who speak differently, who are suspicious of established institutions because within that establishment they fare so poorly.

As a peripheral phase of such orientation it might be interesting to look at certain phases of our existing course offering. How many of our nutritional or biology courses include caloric counts and vitamin-mineral analyses of papaya, yucca root, collard greens, squid, linguica, and other such foods? Yet these are sold in the groceries and markets of our big cities as common ingredients in the diets of many central city people. Which of our college American and world literature courses make special efforts to include the writing of black and Puerto Rican American authors? Are there ever evaluations in courses of linguistics for future language teachers on the folk idiosyncracies of the conjugation of the verb, "to be," in the language patterns of Negroes who have in the last decade emigrated from the South and who today make up the single largest ethnic group in a city such as Newark?

2. Colleges and universities have traditionally been the centers of research and experiment with innovative procedures for dealing with new problems in education. The teaching staff of every teacher-training institution must direct its current research almost exclusively to the problems of educating urban poverty and ghetto children. This, they must do in the areas of school organization, curriculum, and teaching methodology. One rather immediate peripheral effect of such a concentration of effort would be a relatively rapid sensitization to the whole spectrum of urban problems which is so critically necessary for those who have the responsibility of teaching teachers; and if there were no other outcome, it would, per se, still be a welcome one. Its value, however, could go far beyond. There is great urgency in slum education for bold, new curricular approaches which will interest, excite, stimulate, and relate meaningfully to the children of the city's poor and rejected families. There is almost as great a need for new blueprints for school organization which will on a dollar-to-dollar basis yield a more efficient output flow in communities suffering from serious fiscal inadequacies. It requires little imagination to prepare such schemes in an economy of sufficient money, plant, staff, and materials. But how does one do the job when the funds grow fewer, the pupil population greater, and their needs colossal? Finally, the teachers and administrators seek new techniques which will clearly be "best practices" for inside or outside the classroom pedagogy.

This function of performing the research and converting it into practical operational technology and materials has been a responsibility of the college and university, its professors and graduate students working as a source of innovation for the practitioner within the school. Such colleges, such as Montclair, now owe exclusive service to big-city schools.

What justification can there be for such an all-out, exclusive effort which neglects other types of learners and schools? Is it fair to the middle-class, suburban student to bypass his needs for the time being? The answer is decidedly in the affirmative. If anything, this type of learner has in recent post-Sputnik years had abundant masses of attention lavished upon him at considerable public expense. It is this youngster who has been the beneficiary of PSSC physics; SMSG mathematics; BSCS biology; the Trump plan; modular scheduling; Advanced

Placement; modern linguistics; new foreign language offerings; humanities courses; and many other similar efforts. Yet while all this emphasis was being placed on the most highly motivated learners, we forgot, in large measure, that vast changes were taking place in our cities as the middle class fled away, and its place was taken by the chronically poor, the least educated, the most underemployed, the victims of generations of racial discrimination. This very concentration of the problems resulted in a new set of pressures which, if we are to preserve the stability of our society, demand massive and special compensatory efforts directed at the children of the ghetto.

3. If at all possible the teaching schedules of all college staff members, in institutions like the state colleges, should be so arranged as to permit them a day or two per week to come to work as per-diem substitutes in city public schools (for which, of course, they will be paid). Such an arrangement could produce two very tangible results. The first is a simple pragmatic one. City schools are finding it most difficult to find substitutes to handle classes on days when teachers are out for illness or personal reasons. In the context of this article, however, the more important effect would be the insight and experience that college staff members would derive in sharing and living through the actualities, the problems, the struggles, the strivings, and the realities of their colleagues in public schools of the central city. It would make vast differences in their outlook on what has to be done. It would do much to change their occasional unconscious airs of superiority and even contumaciousness into ones of deep respect and empathy for the teachers and administrators of schools in cities like Newark.

4. Old cities are having ever greater difficulties in recruiting sufficient and capable teachers. Let alone the fact that the teaching situation is more difficult, the shift of wealth from city to suburb has permitted the suburbs not only to outbid the cities for teacher services on the basis of more pleasant working conditions, but now also on the basis of higher salaries.

This type of development makes the situation in the city grow ever more severe. If, however, the state colleges were to make it a matter of determined policy to accept a far greater proportion of their incoming students from big city high schools than they do at present, it might alleviate the problem considerably. The chances are not nearly as great that graduates of suburban high schools will ultimately come to the city to teach as they are that city kids will return to the city.

Such an alteration of admissions policy may necessitate some very intense soul-searching by college faculties and admissions officers about such items as the relevance of SAT scores or those of similar competitive tests. It may require supportive summer programs and special help to some of their city freshmen and sophomores. But this admissions approach must come—and in a hurry! Maybe 1968 would be a perfect time to begin.

These then are a few of the items to which a college Task Force on Urban Education could devote itself. It would be a happy turn of events if such task forces, or reasonable facsimiles, were set up in all New Jersey State Colleges—and in the State University as well. It would make great sense if such task forces could coordinate their efforts to avoid duplication of efforts and to provide each other with support and a sharing of ideas and results. It would be wise if such a common effort were blended into the programs to be developed by the new New Jersey coalition of big city superintendents of schools which are working with the New Jersey Commissioner of Education.

If any thoughts or views expressed in this article seem sharp, argumentative, critical, or snide, it should be understandable. Those of us working in urban schools today tend to become emotional about situations—not out of self-justification, but because we are deeply committed to high quality education for our children and we cannot do it without lots of help. We believe that we have a right to expect it from the state colleges, and we think that they have a responsibility to fulfill much more fully than they are now doing.

At the time some of us in Newark who heard of the change of heart of this group of student teachers felt that it was an inevitable outcome, because the nature of what was taking place would frighten away the meek in heart; but others of us were deeply disappointed. After all, we reasoned that these young people came from colleges originally founded as centers for training teachers—teachers for all—not merely some—of the schools of New Jersey. True, these schools were now expanding their spheres and broadening their academic orientations beyond the teacher-training phase alone. Still they were, and we felt would for the predictable future have to continue to be a major source of new teachers and teacher-training in our state.

With this view in mind, it seemed that at a moment of crying need and travail in a city, which

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Tuxedo Park Think Session Yields Long Range Guidelines



By KARL R. MOLL
ASSOCIATE PROFESSOR OF SPEECH
CHAIRMAN: MSC FACULTY COUNCIL

Confusion and change seem to characteristically go together. And certainly this was the atmosphere during 1966 and '67 at Montclair State College. The College was engulfed by a series of fascinating but complex adjustments. The new State Department of Higher Education presented a Chancellor, Board of Higher Education and the prospect of the College's own Board of Trustees—all of these suggesting relationships that had not existed before. Coupled with these new "directors" Montclair had a new President, a new decision-making faculty group, a new curriculum (Liberal Arts) and a vague format for an unprecedented expansion. If there was a time for coordination and cooperation in planning it was apparent that the opportunity was here. But it was also apparent that the machinery for such a situation did not exist.

It was in this state of eagerness-for-action that President (Dr.) Richardson conceived the idea for an "away conference" that was unique for Montclair but had seen use by business and industrial groups for several years. The plan was to gather together the Administration Council, the Faculty Council and selected additional personnel for a three day discussion and planning session at a location removed from the physical environment and mental pressures of the campus. As one might expect, the major deterrent was the need for financial support. The College Development Fund saw the potential of such a conference and arranged to provide the needed funds.

The effects of this conference, held at Tuxedo Park, N. Y., will most certainly be felt on the campus for many years to come. Its success must, in part, be credited to careful and cooperative planning, full and active participation by the faculty and staff present and a spirit of the endeavor established by Dr. Richardson. The setting was conducive for deliberations on the preset topics which were important and exciting.

While the areas to be discussed were determined in advance, the selection was through the

cooperative effort of the groups that were to attend. The topics were of two types; the first consisted of general open-ended problem areas while in the second category were specific items of current practice. The two subjects in the initial group were, *Long Range Planning and Goals* and *The Role of Various Groups in Decision-Making*. For each of these, the entire conference was divided into three groups, each studying concurrently the same subject with interim and final reports at general session meetings.

In the second category the following problems were attacked: faculty load, promotion, hiring, qualifications, sabbatical leaves, registration, schedule making, class size, transfers, change of majors, re-admits, and the selection and duties of department chairmen. The procedure used for the above established four smaller groups, allotted to each group a selection of the topics and encouraged specific solutions and recommendations.

Many conclusions, some immediate, others visionary, resulted from the conference and these, of course, are valuable. But of still greater significance was the fact that such a conference with its intended purpose could be held within a State College family. This attack on serious problems by those most vitally concerned was a giant step forward and made the future of higher education, at least at Montclair State College, that much brighter. The Tuxedo Park Conference of May 1967 was cooperative, morale boosting, far-sighted, problem solving and it is hoped, preliminary, to a continuing series of ventures to enhance the College and the State of New Jersey to better provide for the education of its citizens.

Responsibility to the Cities

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could have used a display of confidence and a helping hand, instead of politely excusing themselves from any contact with those suffering from adversity, the students of these colleges would have been doubly eager to rush forward to offer their services. A number of us wondered what had happened to the zeal, the spirit of dedication, the urge to serve where the need was greatest, the empathic understanding of the nature of the problems—all of them qualities with which, we believed, all young teachers should have been saturated during their training periods.

There was little doubt in the minds of anyone about the genuine concern, sincerity, and willingness of the administrations and placement offices of the colleges to give whatever assistance they could muster to aid Newark and other large cities who were facing staffing problems because of the reticence of far too many new young teachers in seeking employment in those cities. Unhappily, willingness to help and sympathy are of little pragmatic value if the teachers who are sought have not been imbued with the conscience and desire to come; it is rare that it is possible to change points of view on a crash basis during moments of extreme crisis—a crisis, which to the young teacher, is far away and affects him very little.

The views expressed in this article in no way reflect the official policy of either the Newark Board of Education, or the Superintendent. They are the personal views of the author.

How About Joining the Staff?

The editors are most anxious to publish articles written by the alumni, and they are particularly interested in securing original poems and short stories. This is indeed your FORUM, and it is sincerely hoped that you will avail yourself of the opportunity of seeing your material in print.

* * *

The Alumni Executive Board is distressed that this issue had to be cut in order to conform to a limited budget. The contributions of the Alumni support this endeavor. Send your contributions to the Alumni Office.

A Climate



Eva Bouzard, Chairman
Kathy Schultz '6, Cathy Randall '6
Art Department, James Caldwell High School

To be committed to a student and student development centered program rather than one that is instructor and course orientated.



To provide the experience that equips the art student with the skills, understandings, attitudes and beliefs necessary to enter upon a career in art, if he so desires it, or to the using of art in his life situation.

for Creativity

The art program is designed in a team teaching situation in which three rooms are set up in a specialized area, giving the student his choice of art media. Students are encouraged to work in a variety of media for a period of time in each of the three rooms. It is a highly individualized program, in which the student is considered on his own level of ability and interest.



To be equally receptive to all persons interested in pursuing artistic creation, regardless of ability or medium chosen.



To build upon what the student knows, artistically, when he enrolls in the art program. This means looking at him individually.

The Crisis in College Faculty Salaries

DR. IRWIN H. GAWLEY JR.
CHAIRMAN OF SCIENCE DEPARTMENT

The NEA Research Division in the publication *Economic Status of Teachers 1966-67* reports the annual beginning salaries of men graduates with Master's Degrees in such fields as Accounting, Sales, Business Administration, Science and Economics to average $9,420. A faculty member at a state college beginning at the minimum cannot earn $9,420 until after 7 years and gaining 30 additional graduate credits.

The United States Bureau of Labor Statistics published in the New York Times on October 25th, 1967 a report that indicated that the cost of living for the New York metropolitan area has risen 52% (71% if the amount needed to own a home is included) over the 1959 level. Compare this with a 43% increase in the average salaries of the faculty between 1959 and 1967. Salary advances in the past have not kept pace with the cost of living. These are some of the economic realities we face as we attempt to recruit and retain a high caliber faculty.

There are three phases to the struggle: first, prior to the enactment of the higher education act, second, during the transition from the old to the new structure, and finally during the tenure of the Department of Higher Education. Each epoch will be examined in perspective.

Prior to the passage of the Higher Education Act of 1966 the salary policies were developed for the colleges by the State Board of Education. Schedules adopted were submitted to the Salary Adjustment Committee (SAC) which is composed of the State Treasurer, the Budget Director, and the President of the Civil Service Commission. If the changes were compatible with the state civil service system and funds were thought to be available, the new schedule was recommended to the governor for inclusion in his Annual Budget Message. If the salary program was approved by the governor and included in his fiscal program, the next hurdle was the legislative appropriations committee and the legislature as a whole. Final approval by July 1st meant a salary adjustment the following September.

There were two other significant regulations in force during this period. The statute setting up Rutgers as the State University included a provision that the university salary schedule must be approved by the State Board of Education. The Board itself adhered to a policy of single salary schedule for the State Colleges, the university and Newark College of Engineering. The equivalence in salary schedule was one in rank and salary levels only. The university salaries were based upon a 12 semester hour faculty load, and the state college salaries for identical rank were based on a 15 semester hour load. The colleges must hire all personnel at the bottom step of the respective ranks (unless special dispensation was given by SAC sometimes after a wait of several months) the university could hire at any step on the guide without SAC approval.

The state constitution does not provide for collective bargaining on the part of state employees. They do have the right to organize and discuss programs with some of the decision making authorities. The college faculties were represented during this period by the *College Salary Committee* (CSC) a semi-autonomous committee of the Association of New Jersey State College Faculties. This committee worked closely with the New Jersey Education

Association (NJEA) which provided the committee with research facilities, public relations aid, duplicating services, legislative contacts, and the personal services of some of their ablest staff members.

During the years of its existence, the College Salary Committee has always had representation from the State Colleges. Rutgers faculties have participated sporadically and N.C.E. was represented on the committee for a longer period of time. The CSC would attempt to negotiate a salary program with the Salary Committee of the State Board of Education. If the adopted guide fell short of the goals of the group, the CSC would attempt to get the executive branch of the government through the budget bureau and the governor's office to revise the program upward. Failure, at this level, to achieve an adequate guide required an attempt to win the program by legislative action.

Acceptance of the proposed salary guide by the NJEA makes the salary plan a part of their annual legislative program. This program is presented to a meeting of the legislators who are members of the senate and assembly education committees. The program is discussed with individual legislators from each district by members of the NJEA legislative committee from the district. The program is recommended to the legislators by the NJEA registered lobbyists in the legislature. There have been instances when positive action in the legislature has secured salary adjustments when both the State Board and the Executive Branch have been negative.

It should be pointed out that in many cases the goals of the State Board and the Salary Committee were in harmony. In these instances the Salary Committee and the NJEA worked with the Board to see that the executive and legislative branches of the government provided the funds needed to implement the program.

The description above illustrates the procedures prior to the passage of the N.J. Higher Education Act of 1966. The passage of this act in December of that year led to further complications in the salary picture. The act provided for the principle of a greater degree of institutional autonomy or home rule. The law did indeed provide a certain greater degree of freedom in curriculum, personnel policies, admissions and other minor areas. The new act still held tight reign in Trenton on salaries and all other fiscal matters. Salary and fiscal control was merely shifted from the Board of Education to the Board of Higher Education. The Budget Bureau, SAC and the Civil Service Commission still retained their controls over financial matters. Because of the provisions of the legislation establishing Rutgers as the state university it is not subject to this rigid central fiscal control. This provides a greater degree of freedom in salary matters to the university. Unsuccessful attempts were made to gain for the State Colleges the same degree of fiscal autonomy as the University.

The Higher Education Act passed in December 1966 had an unrealistic date for assumption of responsibilities of the Board of Higher Education. This was later changed to July 1 and the new chief executive officer, the chancellor, did not assume his duties until August. This provided a six month "lame duck" period of control of the colleges by the Department of Education and the State Board.

During this transitional period, the State Board of Education and the CSC agreed on an acceptable salary program for the colleges. Since this involved salary range changes, it had to be approved by the Salary Adjustment Committee. This group refused to approve the new guide and also pointed out that the faculty representatives had no legal right to negotiate with the SAC Committee. This refusal was part of the problem caused by the transitional period. In a meeting with the governor, he said that he wanted no "lame duck" action taken by the State Board; he wanted any new salary program to emerge from his new higher education structure. The SAC refusal was his method of blocking the State Board's program.

Consideration was given to appealing the SAC decision through legislative channels. The close rapport between the governor and the legislature raised serious doubts about the success of such an appeal.

Meanwhile back on the banks of the Raritan the University Administration had legislation introduced to transfer $1.5 million of unexpended building funds to the salary account to provide additional increments for the faculty. This did not require any change in the salary schedule but merely changed the position of the faculty members on the existing guide. The University did not have to seek approval of the State Board of Education for this program. Newark College of Engineering Faculties were promised similar treatment. State College faculties were given no additional salary adjustments.

After nearly nine months of unproductive negotiations, followed by salary increases for the other two faculties from state supported institutions, and salary schedules for some of the county colleges that were vastly superior to the state college guides, the faculties decided to take more drastic action. The CSC recommended to the Association of New Jersey

State College Faculties that a vote be taken to authorize professional sanctions against the state if the salary goals were not realized. The Association voted overwhelmingly in favor of the proposal.

The chancellor and the Board of Higher Education had not yet been appointed. The faculties decided that sanctions should not be involved until the chancellor and his Board had an opportunity to study and propose an improved salary program for the college faculties. Several months elapsed while the Association officers presented the program to the new higher education board and its administrative officer.

At one of the first meetings of the newly appointed Board of Higher Education, this group agreed to operate without a committee structure therefor a salary committee was not appointed. The board also gave the Chancellor the problem of negotiating the college faculty salary problem.

Negotiations came to a standstill. The State Faculty Association voted to involve the first of several sanctions with the power to invoke others as needed. This prodded the authorities into action. The chancellor proposed a salary scale which would maintain the same minimum salaries but add several "merit" steps to the top thus raising the maximums for those who would qualify. The proposal also called for an additional increment effective February 1st for all those not at maximum and for those at maximum recommended by the college president.

The College Salary Committee accepted this plan only as an interim step toward a more meaningful salary program. The college faculties are still committed to a program which would raise both the minimum and nominal maximum salaries on a seven step guide. The first seven steps on the salary guide are part of the mandated salary program and funds for these annual increases are seldom if ever cut from the state budget. Funds for "merit" increased historically have had to be taken from savings from appropriated salary accounts. These savings are uncertain funds, and when used for this purpose result in loss of other services to the college.

While Trenton was inactive salary levels were being increased by our neighbors with whom we compete for faculty. A few examples follow:

N.J. State Colleges

		Steps
Professor	$12,003-15,603	7
Associate Professor	9,875-12,839	7
Assistant Professor	8,124-10,560	7
Instructor	7,018- 9,124	7

Conn. State Colleges

Professor	$14,740-18,100	7
Associate Professor	12,640-15,640	7
Assistant Professor	10,380-12,660	7
Instructor	9,320-11,480	7

N.Y. City Sr. Colleges

Professor	18,000-26,000	8
Associate Professor	14,000-21,000	9
Assistant Professor	11,000-17,000	10
Instructor	10,050-13,900	14

"Merit" increases above step 7 make possible the following super maximums with the extra steps indicated:

Professor	7 steps to $19,803
Associate Professor	7 steps to $16,297
Assistant Professor	4 steps to $12,184
Instructor	2 steps to $ 9,826

As the deadline for submission of this article approaches two final items can be reported. The Board of Higher Education has reversed itself and has appointed a salary committee to meet with state college representatives. The governor has asked in his 1969 Fiscal year budget for a one increment across the board increase for all state employees which will increase minimum compensation by 5% and maximum levels by slightly less than that figure. This single step adjustment falls far short of the goals of the college faculties. They will continue to fight for a competitive seven step salary guide.

If New Jersey is to realize the ambitious and necessary goals set forth in the higher education act, it must now begin to think more boldly than it ever has in the area of faculty salaries. The colleges can no longer expect to attract superior faculty members at salaries that are very little better than those paid in the public schools. We cannot hope to use merit, super maximums and special recommendation policies to substitute for a superior salary scale. There are "halfway measures" whose effect will be marginal at best. Only a sound and professionally attractive salary scale will give us the kind of faculties who can help us to realize the high hopes and expectations of the State.

Development Fund: Problems and Aspirations



By FRANK G. McGUIRE
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How do people give?—grudgingly, for the most part, and the reluctance is understandable. Millionaires seeking tax shelters and foundations aside, philanthropy is weighed against home improvement, braces for the teeth and auto payments. It may be some slight comfort to the contemporary citizen to know that his ancestors probably were as harassed. St. Paul assured the Corinthians that "God loveth a cheerful giver," but I've often wondered why he found that bit of advice necessary; a falling collections quota, like as not, was his inspiration.

It comes as no surprise, then, to learn that the Montclair State College Development Fund has had but moderate success in its fund raising enterprise. It isn't because Montclair alumni do not endorse the Fund's purpose, that of performing services beyond the college's capabilities. Everyone approves the theory, but a lesser percentage is willing or able to finance it.

I think that part-time fund planners, myself included, find it particularly frustrating to work with non-existent budgets and against general apathy, trying to create something that is at once extraordinarily relevant, eminently literary and assuredly convincing. Because we cannot do all of these things in virtuoso fashion, there is a permanent temptation to use what a friend of mine calls the "home, heaven and mother" formula. A few tugs at the old school tie will fill in all the gaps. Well, it just doesn't work.

One of the reasons it doesn't work is, as the Canadian sociologist Marshall McLuhan has demonstrated, that people increasingly make decisions on the basis of a great deal of readily available factual information. It pours at them daily, through the media of public communication, and is a continual challenge to the conclusions of yesterday's evidence. Much of this data is ephemeral, to be sure, but nonetheless real. This information bombardment is largely in the air, as it were, and if nothing else, television has made the immediacy of the actual world an undeniable fact. For example, I sat in the safety of my living room the other day and watched, via satellite transmission, a live telecast of street fighting in Viet Nam. There it was, right in front of me, the real article; it made a John Wayne version of men-at-arms on another channel pale competition, indeed.

Is it real?—that's a litmus test of an appeal, any appeal. Does it speak to its constituency in terms that are a reasonable counter argument to the healthy skepticism that greets any solicitation?

In analyzing the College Development Fund at Montclair State, I find, in my discussions with friends and classmates, two prevailing variations of this idea of healthy skepticism. And while I disagree with both conclusions, I respect the integrity of those who voice them. These disagreements are honestly held and it is important that we note them. The first reaction, obviously psychological, is a reluctance to accept the changes that the rapid growth of recent years has brought to the college. I've even received a letter from a fellow alumnus, bemoaning the passage of Montclair from the provincial institution we knew as freshmen to an entirely new, and therefore different learning community. Because this new Montclair State College is unfamiliar to my erstwhile classmate, he finds its purposes unsettling and disturbing.

What is illustrated here is that a college and the people it serves exist in time. At any given

moment on the continuum of both college and people their familiarity or estrangement each to the other can be expressed only in relative terms. As we move from one position to another we will confuse some of our alumni; the faster we move, the more we confuse. And we are moving very fast, indeed. Let me explain with an obviously extreme example—if Montclair State College were to announce its intention of henceforth offering training only for exotic dancers, then the alumni, in this case alumnae would fast become *the* special interest group whose influence, in a very short time, would dominate all aspects of post-college organization. Graduates of an earlier period would quickly sense an alienation threatening their loyalties to the college.

For better or worse, Montclair State does not offer a major in ecdysis. But neither is it the teachers college that many of us attended and even less is Montclair State the normal school characteristic of its formative years. So my reluctant classmate has his point, after all. We disregard his attempts to see himself reflected in the "new" Montclair at the peril of limiting alumni participation in efforts the Fund might pursue.

A second criticism of fund raising by an institution like Montclair State lies in the nature of the college itself. Because, the argument goes, the school is financed by tax revenue and because everyone is a taxpayer, all obligations are thereby neutralized.

I have found that it does no good to remind people that New Jersey is near or at the bottom when comparing per-capita support by the several states to their respective systems of public higher education. The reply, almost without exception, is that New Jersey's fiscal dilemma is a public problem and should be solved as such by the State Legislature.

When I began this article, it had been my intention to offer an apologia for the premise that the College Development Fund is hardly a luxury for a future Montclair State, but something needed now, despite the uncertainties of change (I stand with Newman, "growth is the only evidence of life") and of political financing. It seems to me now, however, that this defense is largely redundant, considering that this issue of *Alumni Forum* contains an article by Karl Moll illustrative of how relevant the Fund actually is and an insert detailing the fiscal crisis besetting American higher education generally.

Instead, I would prefer to make a few brief observations upon what I understand to be the fundamental aim of the College Development Fund.

A truism of my undergraduate years at Montclair State (Teachers) College was the universal belief that the college had achieved much in the way of quality education with very slight material help. Allowable chauvanism aside, the statement was correct. I submit, however, that it wasn't a limited budget that made Montclair excellent. Fiscal deprivation was merely the frame within which excellence flourished. This is a most important distinction, for if a man, or a nation, or an educational institution understands its purposes solely in terms of the specific, thus phrasing capabilities in measurable limits and attainable ideals, then the decline has begun. It is the enforced spiritual austerity of challenge that makes us conscious not only of what we do, but of what we are.

If Montclair State College is not to become the victim of its latter-day affluence and, despite continuing needs, it *is* affluence relative to earlier periods, then the school must consciously seek the environment of challenge that was the natural condition of its former years.

The College Development Fund attempts to serve the purposes of challenge. The Fund urges what is necessary, with secondary concern for what is possible. In the attitude of Browning's advice that "a man's reach should exceed his grasp," the Fund begins where the formalized, and therefore restricted, efforts of the college must end. The Fund is the goad to the potential of the evolving college.

And why? Simply that Montclair State College must deliberately force aspiration beyond achievement if it wishes to become what Disraeli held the university to be, "a place of light, of liberty and of learning."

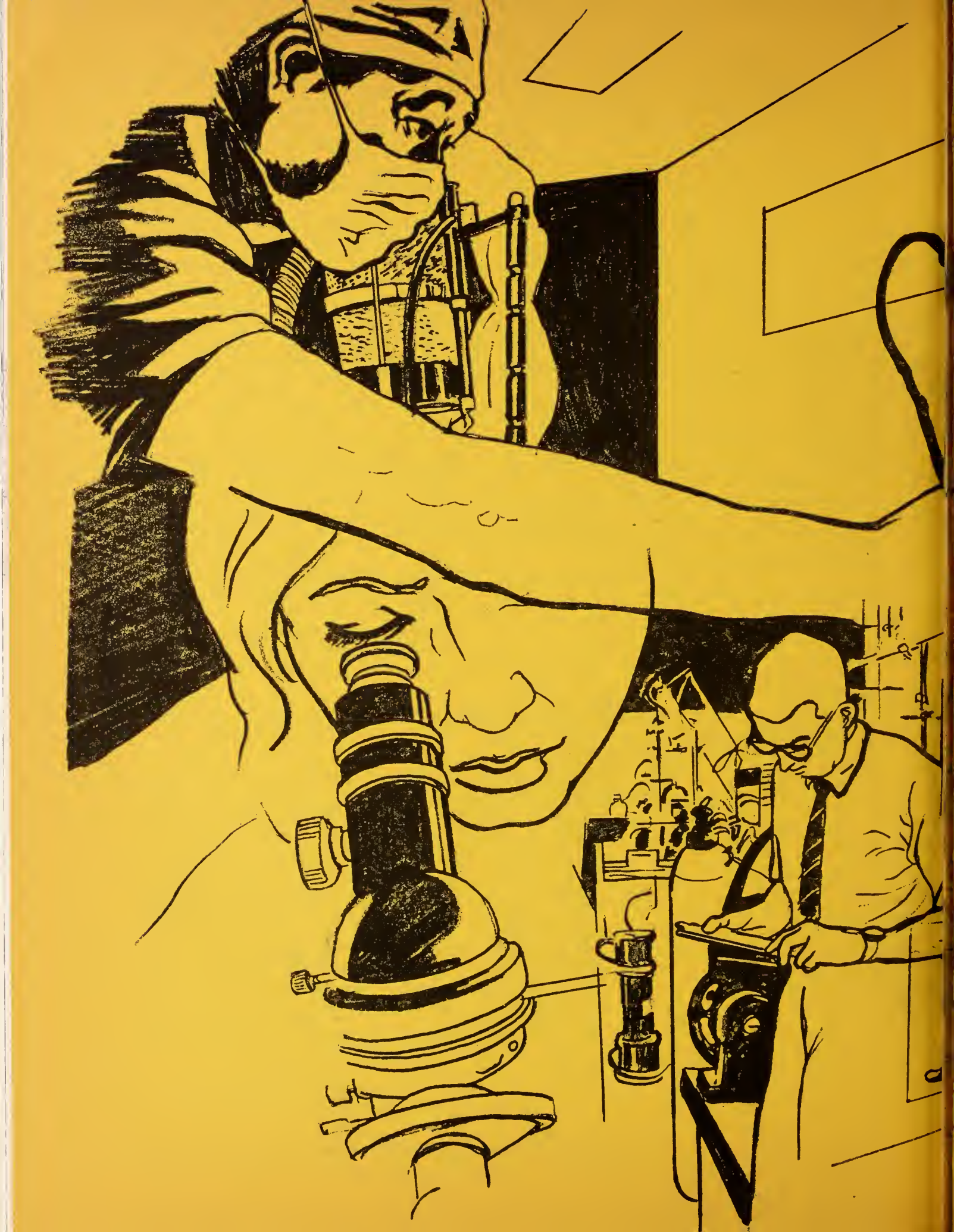
A Special Report

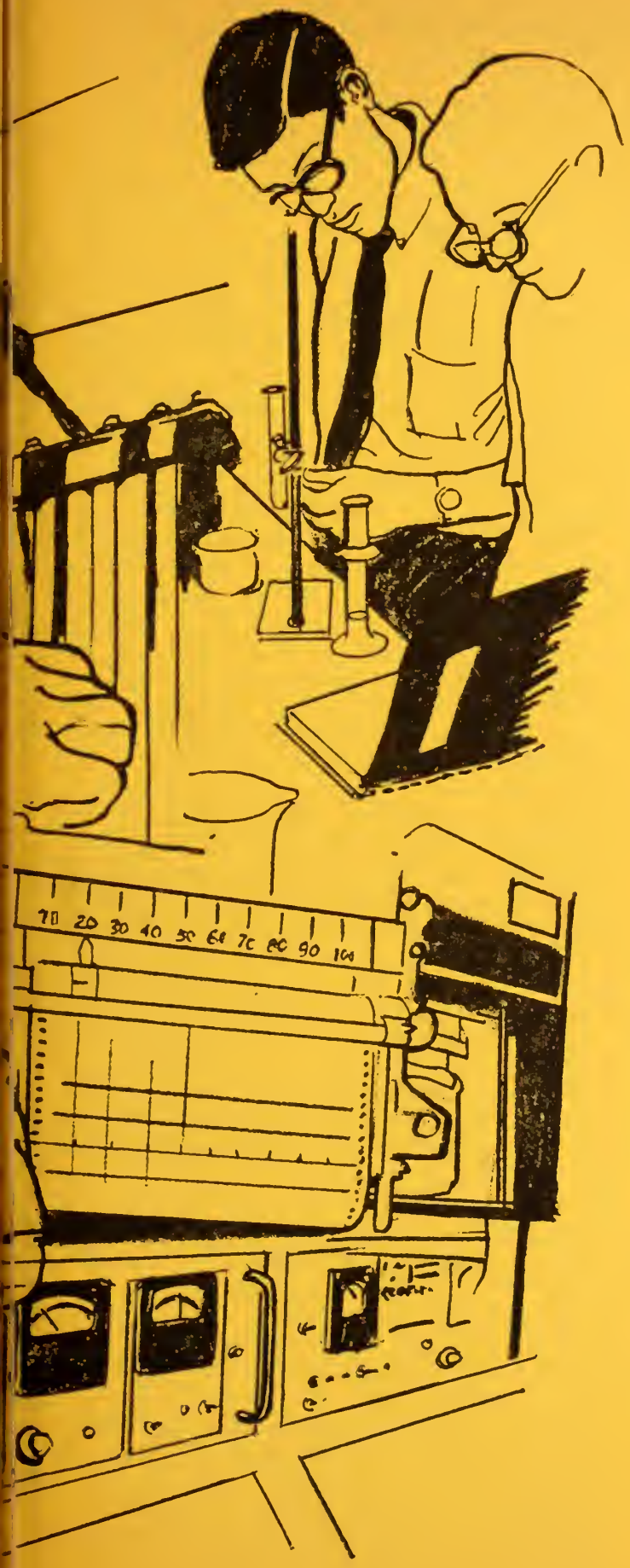
The Plain Fact Is...

...our colleges and universities "are facing what might easily become a crisis"

OUR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—McGEORGE BUNDY
President, The Ford Foundation





A Special Report

A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

▸ A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

▸ A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

▸ A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

> ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.
>
> *—A university president*

being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

▸ *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

▸ *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

▸ *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

▸ *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

▸ *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

▸ *From a small liberal arts college in Ohio:* "We are on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

▸ *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

▸ *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

▸ *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

▸ Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than $2 billion a year for capital expansion.

▸ Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

▸ Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

▸ State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967–68 total of nearly $4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

▸ Endowment funds have more than doubled over the past decade. They're now estimated to be about $12 billion, at market value.

▸ Federal funds going to institutions of higher education have more than doubled in four years.

▸ More than 300 new colleges and universities have been founded since 1945.

▸ All in all, the total expenditure this year for U.S. higher education is some $18 billion—more than three times as much as in 1955.

Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

"The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world."

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented "knowledge explosion." More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

"Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



Drawings by Peter Hooven

EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future."

Mr. Bundy says further:

"The greatest general problem of higher education is money . . . . The multiplying needs of the nation's colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need."

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student's tuition and fees pay only a portion of the bill.

"As private enterprises," says one president, "we don't seem to be doing so well. We lose money every time we take in another student."

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation's universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such "overhead" costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants





must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

HERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about $4 billion in 1956 to $12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over $18 billion for their current operations, plus another $2 billion or $3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

▸ Student enrollment is now close to 7 million—twice what it was in 1960.

▸ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.

▸ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)

▸ About 20 per cent of the financial "growth" during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other "industry," be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.



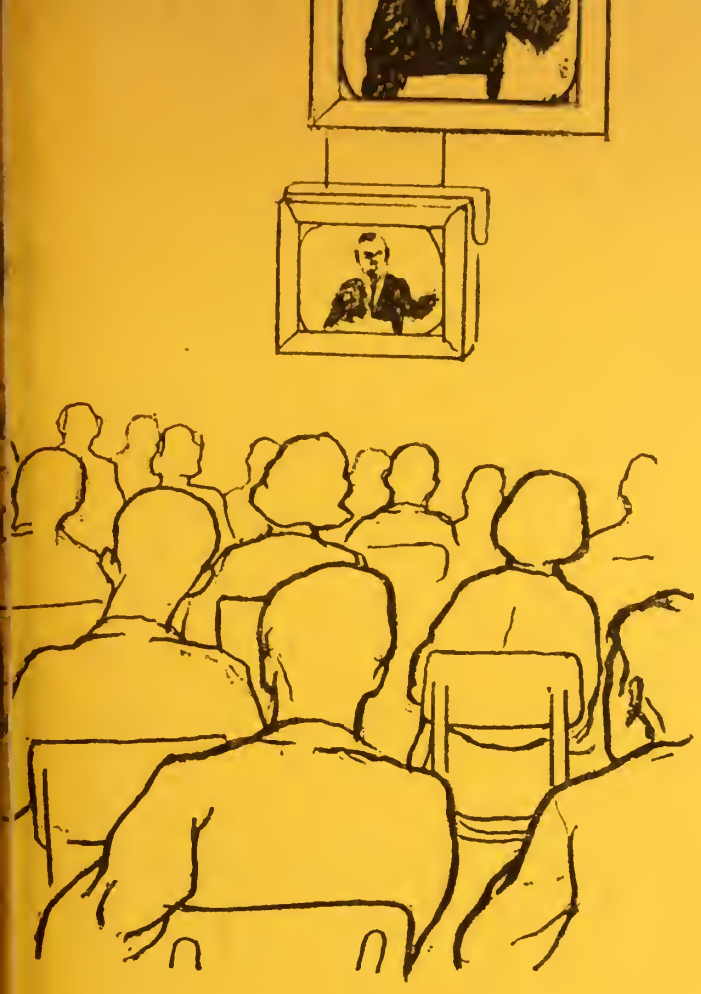
Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: "When you get a hundred kids in a classroom, that's not education; that's show business."

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

ONE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than $4 billion during the four-year period between 1966 and 1970. They must find another $8 billion or $10 billion for capital outlays.

Consider what this might mean for a typical private



university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total $24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total $70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from $24.5 million to $50.9 million—leaving a deficit of $19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only $43 million—leaving a shortage of $27.8 million, ten years hence."

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach $2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

WILL THE FUNDS be found to meet the projected cost increases of higher education? Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

▸ **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the $2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-

TUITION: We are reaching a point of diminishing returns. —*A college president*

It's like buying a second home. —*A parent*

tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are "pricing us out of the market." Said one: "As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns."

Parents and students also are worried. Said one father who has been financing a college education for three daughters: "It's like buying a second home."

Stanford Professor Roger A. Freeman says it isn't really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of $15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been "substituting relatively low-cost institutions" because of the rising prices at some of the nation's colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

"We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of $50,000 or more."

▸ **State appropriations:** The 50 states have appropriated nearly $4.4 billion for their colleges and universities this year—a figure that includes neither the $1–$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can't and won't, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education's needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: "The appraisal of a state's fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem."

Ultimately, in short, the decision rests with the taxpayer.

▸ **Voluntary private gifts:** Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called "a margin for excellence." Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated $300 million to education


1968
FOR



in 1965–66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of $4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965–66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the $1.2 billion given to higher education —a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of $61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about

> ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.
>
> *—A college president*

5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965–66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

FEARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the question of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing



COLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

IN SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enrollments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

IF THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

► How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.
—A university president

provide "an educational system adequate to enable us to live in the complex environment of this century?"

▶ Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

▶ How can we provide every youth with as much education as he is qualified for?

▶ Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

▶ How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: "Among state universities, nothing is more important than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

▶ 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

▶ 59 per cent of persons with incomes of $10,000 or over do not think higher education has financial problems.

▶ 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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The Montclair Student—Today



By ERNEST JAEGER '68
PRESIDENT OF THE SENIOR CLASS
FORMER EDITOR OF THE MONTCLARION

The Montclair State College student today differs from his academic ancestor in many ways. Many of the activities in which today's student is engaged are very much different from the activities in which previous Montclair students were engaged. Today's student still attends classes in the administration building and the annexes. He finds quiet in the amphitheatre, probably the only place on an extremely over-crowded campus where he can truly be alone. He enjoys long walks up to Davella Mills Reservation, or to Upper Montclair, or across an ever expanding campus. He attends theatrical presentations in a professionally equipped auditorium.

Basketball, football and baseball games are now played on new courts and recently sodded fields. If he wants a bit of diversion, today's MSC student can swim a few laps in the new indoor pool. Tired of the usual classroom lectures, he can hear nationally reknown speakers James Meredith, Arthur Schlesinger Jr., Bosley Crowther, or James Dickey. He can see the best examples of cinema art almost any night of the week on campus. He can be inspired by the Vienna Symphony, the Baltimore Symphony or the Israel National Youth Symphony in pre-New York performances on campus. If his tastes are less long-hair, he can hear the Lovin' Spoonful, the Four Tops, or the Lettermen in concert.

Today's Montclair student can express his displeasure with the War by standing in silent protest in a Student Peace Union demonstration in front of the library. He can find guidance in one of the religious chaplains who now have office hours on campus. He can question a number of experts on subjects discussed at teach-ins concerning War and Peace, the Disadvantaged Child, and the changing role of the college student.

The Montclair student today can make himself heard through an expanded Student Government Association. He can find social fulfillment in the College Life Union Board's activities. He can show fraternity or sorority loyalties with his participation in Homecoming, Greek Sing, Pi's Follies or Carnival. He can express himself through the various campus publications. Perhaps most importantly, today's

Montclair student can still find expression, stimulation, excitement, gratification and intellectual challenge in a diversified and expanding curriculum.

Many of the changes in the Montclair student and his environment are reflective of the changes in the national student population. Today's students are more active than the previous generation of students. Their activities center a great deal more around society and its problems than the fraternity party on Saturday night. The days of F. Scott Fitzgerald's Princeton are gone. Today the Princeton student, perhaps representative of the trend in the entire Ivy League, is less aristocratic and more concerned. The Princeton man is no longer the prep school graduate. Only 38 per cent of Princeton's undergraduates are prep school students as compared with 52 per cent in 1957. The Princeton student is dissatisfied with social conditions both on and off campus. A student poll found that only 18 per cent of the Princeton undergraduate population was satisfied with the university's social scene. The preeminence of the eating club at Princeton also seems to be ending. Almost 500 sophomores refused to become involved in the eating clubs' "bicker" or rushing this year.

Just last Autumn 30 Princeton students were arrested while protesting the university's involvement with the Pentagon-financed Institute for Defense Analysis. "This isn't Princeton," commented president Robert F. Goheen during the demonstration. However, the fact remains that this and demonstrations across the country are very much part of the current academic scene.

Today's students are demanding an active role in the policy making of the campus community. They are demanding that their decisions count. Students are striving for a democratization of the campus. They want complete control of dormitory life and social regulations. They want a voice in calendar, curriculum, and campus planning. Such a growing request for student involvement in educational planning has been seen at Montclair State. President Thomas H. Richardson, in his column in the September 29, 1967, issue of the *Montclarion*, outlined the steps taken at Montclair which will work to improve the status of students in the functioning of the college.

A college coordinating committee was created in order to facilitate communications on policy decisions. This committee's formation is significant because it allows representatives from the three major campus groups to take an active role in campus policy making. The group is composed of four members of the Administrative Council, four members chosen by the Faculty Council, and four student members selected by the Student Government Association. This coordinating committee meets with the President and Dean of the College. The committee serves as a means of allowing students to remain aware of developments within the college and as a means of allowing student opinion to be considered before action is taken.

Student representatives have been added to many of the previously existing college committees. No committee which is concerned with problems of student life and welfare is without student representatives. Student representatives will be added to the curriculum committee as well as to committees concerned with such matters as student publications and commencement.

Dormitory councils are in many ways responsible for the high degree of self-discipline which exists in both the men's and women's dormitories. Aside from serving a social function, dormitory councils also control the majority of student infractions of the dormitory rules, most of which have been established by the students themselves.

The Dean of Students is presently meeting with a group of students and faculty to adopt a set of rules and policies which define the limits of student behavior on campus. The committee is basically concerned with the academic freedoms which will most affect student actions on campus. All areas of student life will be covered by this written policy.

The Dean of Students also meets regularly with Montclair students in the form of a Dean's Advisory Board. This board handles problems which are of current concern to the students on campus. Many immediate student problems have been quickly resolved as a result of the work of this committee. Today's Montclair student has greater channels of communication with administration and faculty open to him than did previous students. Indeed, the Montclair student is in an enviable position in the academic community, where so many students are deprived of such lines of communications.

The *Montclarion* early in the year conducted a student poll, requesting opinions on current academic issues. Perhaps, the most important and current issue is grading. With the adoption of Yale's pass-fail system of grading early in the academic year, the concern already evident in this matter began to grow among students across the country. Educators and students are realizing that many marking systems are incoherent and sometimes "unfair". The administration at Yale, following the

example of such colleges as Sarah Lawrence and Bennington, adopted a pass-fail system. Students at Yale now receive a "pass" or a "fail" as their final grade. If a student does outstanding work, provision is made for a "high pass" or "honor" for his achievement.

When polled, three out of five students at Montclair indicated support of the pass-fail system. In a letter to the editor in the November 22 issue of the *Montclarion*, a group of Seniors expressed their disapproval of the present system. This group of students stated that "only in such a secure atmosphere can the student evolve a mature style of thinking and acting. The development of such a style is hampered by the present system of evaluation." Another student, questioned in the poll, stated that "more students would take a sincere interest in the subjects they're studying, since students would not be fighting for grades." Another student felt that pass-fail would encourage students to take courses "they would usually avoid because they may be too hard." "Our current system," states another student, "encourages students to work for grades rather than for learning and knowledge." One of the other students polled feared that "pass-fail would result in academic apathy." It is perhaps significant to note that pass-fail has been thrown out by many colleges which found a decrease in student achievement. Whether pass-fail will work at Montclair State will probably depend on the student's academic honesty, their desire to truly learn and the professors' desires to stimulate truly creative learning.

Students also expressed an overwhelming desire to evaluate their professors. One junior, replied in the poll that "our teachers should be graded by a committee of students. The results would then serve as a report card to the chairmen of the respective departments." A senior reported "many professors fail to maintain standards of study and are not usually interested in the individual student's progress. Therefore a tutorial system should be introduced." The desire for evaluation of professors and courses would indicate a student desire to obtain the greatest benefits from the educational process. The college student can usually judge, after sitting in a class, whether or not a professor is academically prepared or intellectually challenging.

It has become increasingly easy for colleges and universities today, in their zeal to provide classroom space, lounge space, dormitory accommodations and cafeteria services, to sometime overlook the main goal of the academic instruction. The *Laurel Review*, a student literary publication at the University of Bridgeport, expressed this sentiment on the dedication page of its issue last Spring. Its pages were dedicated "to those students and faculty at the University of Bridgeport who still believe that a university's goal is to build dreams, not an organizational plant worth millions." The students themselves at Bridgeport and around the country realize the need for an emphasis on the educational rather than the physical aspects of the institution. This is perhaps why students are questioning the current grading systems, asking for evaluation of professors and demanding a voice on policy making committees.

It is more than dreams which the university should build. The essence of individual being, gleaned from watching, feeling, experiencing, tasting should be stressed by the university. The university should provide a place for the student to come to terms with himself.

As one approaches the final year of his undergraduate education, he begins to realize that there is a unique feeling within him. It is more than nostalgia, more than the spirit of football games, Greek Sing, Cotillion, Carnival and Homecoming. It is something more than memories of long walks to Upper Montclair through sidewalks laden with fallen leaves in Autumn, or bull sessions in the dormitory until the early hours of the morning. It's more than walking across campus with the snow crunching underfoot, accompanied by the strains of voices practicing for Greek Sing. The feeling is more than memories of the last dance at Senior Ball or the last good-bye to college friends. It's more than the excitement of an "A" in a four credit course or the joy of making Dean's List. It's more than the thrill of being elected class president. The parting feeling is more than these, yet it is all of these. The parting feeling comes from a realization that college is a place where he was allowed to be himself. College is a place where he saw himself through others, through courses and through the face to face confrontation with great ideas. The parting feeling hurts because somehow he's leaving part of himself.

The Role of the

By IRVING SCHWARTZBACH, '50
RUTGERS UNIVERSITY, NEW BRUNSWICK

The large urban centers of the United States, especially of the northeastern United States are rapidly becoming populated by the poor. Most of these poor are Negro and Puerto Rican people. At present one out of three urban children are underprivileged, poverty stricken families. By 1975, the government estimates this figure will rise to two out of three children. Therefore, almost by definition, a teacher in a large urban center, such as Newark, is, and will increasingly be, a teacher of underprivileged, poverty stricken Negro and Puerto Rican children.

The first task of the teacher is to understand the culture and attitudes of the child he teaches. The educator must of necessity work within the framework of the culture as it exists. It is unrealistic to expect to make large-scale changes in the home environment.

Many of the attitudes of the "slum" child toward education are positive, although his attitude toward the school and the teacher may be negative. The "slum" child wants an education which will help him cope with his world and to make a living. Their difficulty in school often arises because the school stresses education for its own sake and as a means for the development of self-expression. Add to this the discrimination wittingly and unwittingly practiced in the school, and the result is an alienated, angry child who desires education, but dislikes school.

It is becoming increasingly clear that many teachers tend to blame environmental conditions or lack of innate ability for their failure to teach the "slum" child. Too many teachers "teach down" to Negro and Puerto Rican children and thus further impoverish them. No one will deny that the slum environment has a "bad" affect upon the child before he enters school. However, many studies show that the differentiation between the "slum" child and the middle class child is smallest or narrowest in the first grade. By the third grade the "slum" child has fallen one year behind, by the sixth grade two years, and by senior year those who have survived are on the average at least three years behind. The educational system fails to develop a climate for learning which is geared to their needs.



Occupational and technical courses must be added to the curriculum of urban schools.



Disruptive and emotionally disturbed students require special attention and counseling.

Inner-City School

Rather, the experiences which the child has in school tend to be negative and to compound his problems.

The school too often treats "slum" children, especially Negro children, as being different. The children then become different. Children who are treated as if they are ineducable tend to see themselves in that light and become ineducable. Children who are treated inferior tend to dislike themselves and to become consumed with self-hate, which manifests itself in forms of depression and apathetic behavior or they project their self-hatred onto society in the form of delinquent behavior.

The first job of the school is to give these children a feeling of pride, self-worth. Curriculum and modern buildings will not educate a child who feels worthless. Studies have shown that a child learns what he believes he is able to learn, and that such self-perception is acquired during the interaction with important adults who hold expectations of the child as a learner. Teachers can enhance the self-image of their students by creating an atmosphere of greater psychological security. A dynamic teacher can have a dramatic effect, both as a source of inspiration and as a focal point for positive identifications.

There is a great need to teach and develop a special type of teacher for the "slum" child. We must train a teacher who believes the children can learn. When Dr. Kenneth Clark sent a group of his white psychology students to interview New York public school teachers they found that over half of the teachers and administrators asserted Negro children "cannot be expected to learn as much or as readily as white children . . ."

The urban center teacher must bring with him a high degree of awareness that the teaching-learning process is basically a delicate human transaction requiring skill and sensitivity in human relations. He must be aware of his own needs and motivations and their consequences to the learning processes. He must have the ability to accept the "slum" child as a person. Such acceptance includes the ability to respect and listen, and to separate the child from the disagreeable aspects of his behavior. This last point is very important because the teacher of the "slum" child must expect to meet antagonistic, loud, disturbing behavior. The only way many of these children have learned to master anxiety, tension and uneasiness is by loud, boisterous, behavior, which at least brings a known and predictable response from authorities.



Every inner-city school needs an expansion of counseling and psychological services.



Reading laboratories and remedial reading instruction are mandatory.

(All photos taken at Barringer High School, Newark, New Jersey)

Colleges, such as Montclair, must prepare a special type of teacher to work with the inner city child. The teacher must have empathy and must be able to communicate this empathy to the children. The teacher should be prepared with advanced courses in human relations, sociology and psychology. They must be well trained in child study and counseling, in the teaching of reading and in corrective and remedial techniques. The prospective teacher must be brought into contact with the area in which he will teach. He should, while in college, make neighborhood and family visitations. He should work in urban community action programs, in recreation, and in enrichment and study programs. Practice teaching should not be his first contact with the urban child, rather it should be part of a continuing program which began in his freshman year.

The school has greatly expanded its function as our society has become more complicated and more demanding. Today it is generally agreed that education should aim to develop a student's abilities to write and speak clearly, to deal with numbers and figures, to think critically, to appreciate personal and cultural differences, and to enjoy art and music. At the same time, they should prepare the young for entrance into the existing social order. The inner city school should provide the child with a quality school program. A program which is academic oriented, but which is presented in such ways as to meet the special needs of the urban child.

In addition to this basic program, the inner city schools should develop additional special approaches to assist the "slum" child. These programs should be remedial in nature and should be found on all levels of the school system. There must be many specialists on the staff. Each high school and junior high school should have a team made up of a psychologist, school worker, a remedial specialist and a consulting psychiatrist. All "slum" schools should have special enrichment programs to broaden the cultural experiences of the children. The recent Federal Aid given through Title I is a beginning but it must be greatly expanded. The schools should provide a continuous program of vocational orientation and guidance. It is especially important that the urban child be shown examples of people of their own race, ethnic group, economic level or cultural background who have succeeded. It is best if these examples are only a few steps up the ladder of success. Bringing in Harry Belafonte is entertaining and inspiring but the average Negro boy can not aspire to become another Belafonte. It is better to bring into career day conferences local people who are successful in the many normal jobs or professions which exist in the inner city.

All urban schools should experiment with or expand existing work-study programs. Such programs are not a cure-all for the drop-out problem, but they will help alleviate the problem.

Finally, it is very necessary to bring in special materials and textbooks appropriate for use with Negro and Puerto Rican children. Negro History courses should be developed and offered to all children as an elective. This is absolutely necessary if we are to work toward building a better self-concept in Negro children. People can not be proud in the abstract. They must be proud of something or someone. Up to the present, white Americans have refused to allow the Negro to even learn of his past. The textbooks treat the Negro first as a lowly, childlike slave; then following the Reconstruction Period, the Negro is "vaporized" for a period of seventy years. He reappears beginning in the 1940's as a problem. While most books devote pages to William Lloyd Garrison, a white abolitionist, they devote a sentence or two to Frederick Douglass, a Negro abolitionist, and a man considered by many to be the greatest Negro American in our history. Our English classes are filled with classics and with English writers and poets of the past, while rarely including one Negro author or poet. Such glaring errors of omission must be corrected immediately.

In summary, the paramount requirement today is a more thorough grasp of the three R's, plus the ability to think logically and the flexibility to accept change. The teacher in the inner city school must demand a high standard achievement of his students according to one set of standards. This demand must begin in the first grade and be maintained year after year. It is, of course, impossible for the high school teacher to set high standards of achievement if the pupil has not been taught to read, write or do arithmetic in the earlier grades.

The inner city school requires excellent teachers, Negro and white. *Excellent* is the important word. The overwhelming need is for first rate teachers of any color who have the heart, skills, ability and motivation to reach out to Negro and Puerto Rican youngsters and say, "Child, you count! You're somebody! I like you and I want you to trust me. I'm going to help you go places in this big world!"

There is an anecdote which I believe says much about the subject I have been discussing.

A farmer, hunting in the woods one day, came across an eagle chick, recently hatched. He carried the eaglet back to his farm and put it

Continued on Page 31

Organizing Guidance Services in the Elementary School

By DR. ROBERT POLGLAZE '35
PROFESSOR OF EDUCATION
NEWARK STATE COLLEGE

It was not hapstance that the National Defense Education Act was revised to include the elementary grades of kindergarten through six in addition to the original provisions for grades seven through twelve. For more than a decade the need for organized guidance services in the elementary school has been fully recognized. The reorganization of the content areas due to the ever-expanding fields of knowledge and the rapid growth in child study research have helped to bring about its acceptance. Hitherto, the elementary school rested on its guidance viewpoint which stemmed from the development characteristics of its program. Today, with the recognition of education as a matter of national policy, the reliance upon a "viewpoint" can no longer be held to implement the generally accepted objectives of the elementary school.

Viewpoint and program. The distinction between *viewpoint* and *program,* as related to elementary guidance services, needs clarification if such services are to be organized on a functional basis. For years, it has been claimed justifiably that the guidance viewpoint prevailed within the elementary classroom and that such a viewpoint was a natural outgrowth of children's developmental characteristics upon which the instructional program was based. Such a viewpoint, of course, characterizes any teacher or principal who attempts to apply the facts inherent in the concept of individual differences. In operation, the application of the guidance viewpoint resulted in the classroom teacher assuming a role as counselor and the building principal that of head counselor. This operational viewpoint functioned fairly well until the pressures and changes of the past ten years forced major decisions in curriculum and instruction, and in philosophy and objectives that could not be based on anything so broad as a viewpoint. That does not imply that the guidance viewpoint is no longer important to the elementary school. In fact, as organized services develop, it is even more important than formerly realized.

The program of guidance services in any elementary school obviously stems from the guidance viewpoint as applied to that particular school. This means much more than carrying the guidance viewpoint to its logical ends since no organized program of any kind can operate apart from its institutional frame of reference. Therefore, the development of a guidance program in a given school district will need to reflect directly the philosophy of that district and the objectives of any particular school within the district through which the philosophy is implemented. This is essential and if no stated philosophy exists and no objectives are defined, preferably in terms of pupil behaviors, it is difficult to see how a guidance program can be developed. Certainly, the evaluation of such a program is nullified without an accepted statement of philosophy and the defined objectives upon which to base it. The definition of the purpose base of the school is essential to the guidance program in terms of the assistance the program purports to give in meeting pupils needs both individually and collectively.

The relationship between the program of guidance services and its institutional frame of reference can be identified also through the fact that the guidance viewpoint needs to characterize the total program. In actual operation, no program of guidance services can function effectively in a school whose educational policies and practices are not based on the guidance viewpoint. The complexity of this relationship needs to be recognized in developing the guidance program. Distinction has to be made between the factors involved in furthering the guidance viewpoint and those involved in developing program services while remembering that the interrelationships are mutually dependent. Such interrelationships reflect, in large degree, the role relationships of teacher, counselor, and principal.

The teacher's guidance role. In a self-contained classroom as it currently functions, the classroom teacher has the central role within the guidance

function. Guidance in grades kindergarten through six is an integral part of the learning process since the classroom teacher needs to develop effective instructional patterns and curriculum adaptations in terms of the developmental characteristics and needs of pupils as individuals and as class group members. Hence, a guidance viewpoint is paramount in establishing a learning environment that will enable children to function. The guidance viewpoint, however, constitutes but the general frame of reference for such an environment. Specific professional knowledges are necessary if that viewpoint is to be implemented. Among such general professional knowledges are: (1) the common developmental tasks of children, (2) the subject matter and skills that will help meet the needs derived from those developmental tasks, (3) the means by which young children learn effectively, (4) the group dynamics inherent in every class, and (5) the factors of individual personality development.

But the professional knowledges cited above as being basic to both good guidance and good teaching exist in degree and variations in individual and group responses reflect the total range of individual differences found in any classroom. Therefore, the demands made upon the classroom teacher will range from the very simple to the very complex. It is at the point where the complexity of the learning situation goes beyond the norm, in its broadest sense, of the individual classroom, that the professionally trained guidance counselor needs to enter the situation. With this entry, however, the classroom teacher because of her unique strategic position of influence, still maintains her central role in the guidance function. The relationship between the classroom teacher and the elementary school counselor is based on common interests but different responsibilities growing out of differences in professional training, experience, and allotted professional time. It is a relationship whose foundation lies in mutual acceptance in terms of the task to be performed within a common frame of reference—the objectives of the school itself.

The role of the guidance counselor. The role of the elementary school guidance counselor can be drawn from the several elements that characterize the situation: (1) the school and its program, (2) the pupil population, (3) the teaching staff, (4) the administrative organization, and (5) the supportive services supplied by the district and the community. If the operational design of the guidance function is to focus these elements on the individual pupil and on the classroom group to the end that developmental needs will be met, then the role of the elementary school counselor emerges with four distinct qualities. First, it has the quality of leadership derived *not* from definition of status but from specialized competencies and from ability to function in human relationships. This quality of leadership starts with children, works its way through classroom teachers, and includes administrative and specialized central office personnel. Second, the role of the elementary school counselor includes the quality of coordination that demands insight into each of the related elements and the ability to extract from those elements the resources needed to further the goals of the guidance program. Third, the counselor's role demands an extensive knowledge of techniques and a high degree of skill in child study whereby immediate service can be rendered at the building level. Fourth, the role of the elementary school guidance counselor includes the quality of effective teaching in terms of curriculum and instruction from which is drawn the learning experiences designed to meet the needs of the pupils.

Those four qualities: leadership, coordination, service, and teaching summarize the role of the elementary school counselor with one exception that requires particular mention—the counselor's relationship to the parents involved. While the qualities described above exist within a professional structure whereby role relationships can be defined operationally on a mutually accepted professional basis, the counselor-parent relationship stems from a different combination of factors that reflects the characteristics of the individual parent and the structure of the school community. In the elementary school, the guidance process cannot be separated from the instructional process and neither can it be separated from the factor of the home in light of the growth and development characteristics of the children involved. The dimensions of the elementary school counselor's role are extensive and demanding to the point where the conclusion might be drawn that it is a unique person who can fulfill the total role in terms of personal and professional values, aspirations, and training.

The principal's role in the guidance function. Developments in elementary education over the past ten years have resulted in changes in the general role of the elementary school principal. This readily can be seen in the area of guidance which exemplifies some of the factors in other areas. While it would be an oversimplification to state merely that current trends have emphasized the utilization of specialists, the widespread introduction of such

personnel has resulted in changes in the growing cooperative decision-making process that has characterized the leadership role of the building principal. While cooperative decision-making is still an administrative norm, the dependency on specialists for assistance in meeting new and complex problems is readily apparent.

The principal's former role of guidance leader was reflected in his responsibility for developing the guidance viewpoint in the school to which he was assigned. To do that, guidance practices were established that reflected the professional training of both principal and teaching staff. The principal, in this situation, was the immediate source of referral. But developments in purpose, content, and process have resulted in the need for full-time professionally trained guidance personnel. In all but the smallest of schools this implies the addition of a specialist to the building staff rather than to the central office core of specialized personnel. It means that the building organization will have to change to reflect the role of the guidance counselor as an integral part of the professional personnel at the building level. This amalgamation is essential if the counselor is to identify with the school as an entity. Yet, the counselor in status is neither teaching staff nor administrative staff. The building principal, in this situation, as the responsible head of the school needs to utilize his position of leadership in developing the personnel design whereby desired interaction among teachers, pupils, and counselor can take place. This is no easy task since it must be remembered that the guidance counselor, who is neither staff nor line in status, must develop a unique status that presently remains undefinable except in terms of competence as he fulfills his service functions to teachers, pupils, principal, and parents.

A starting point in school personnel design can be identified in the two characteristics of the principal's normal guidance responsibilities, the development of a guidance viewpoint and his role as the immediate source of referral. In one sense, he retains the former while releasing the latter to the guidance counselor. In supporting the guidance viewpoint and in identifying its application to program and policy, the principal will determine the base for the role of the guidance counselor whereby the counselor will be able to operate in terms of the elements involved. In return, as the counselor realizes his role attainment, support for the guidance viewpoint will be achieved through actual service. The interrelationships here of viewpoint and program are mutually supportive since guidance practices cannot exist without their integration within the total school organizational policy. To achieve this will take detailed planning on the parts of both principal and counselor, each working with complete understanding of the total school situation and with particular emphasis on the philosophy and objectives of the school.

Except for the largest of elementary schools, the building principal has had on call or on regularly scheduled assignment the special teachers and special service personnel working out of the central office of the school district. The working relationships in terms of role responsibilities were distinct and defined. In the case of the elementary school counselor, the role relationship between the principal and the counselor will have to emerge from a different set of factors. The counselor will be an integral part of the school staff. His responsibilities will take him into all aspects of the school's program and will bring him into contact with all persons involved. Working relationships, then, between the building principal and the guidance counselor will have to develop in terms of the dimensions added to the total program of the school by the organized guidance services now being made available.

Establishing a guidance program in an elementary school. Since an organized guidance program adds new dimensions to the total program of the elementary school, examination needs to be made of the steps needed in establishing such a program in a given school. Three steps can be identified. The first rests on the identification of the need and of the function of an organized guidance program in a given elementary school. This identification starts with an analysis of the philosophy and objectives of the school in order to make certain that a guidance program could operate effectively within the defined operational goals of the school. The identification of pupil need and teacher need logically follows from the context established by the philosophy and objectives. And finally, the administrative organization of the school needs close analysis to identify the means by which incorporation of an organized guidance program in the general structure of the school can be achieved.

The second step is to identify those services commonly attributed to the guidance function and to apply them in terms of the analysis accomplished in the first step. Not all such services will receive the same emphasis in every school situation. But their acceptance must rest on their defined needs since those services do not exist as ends in them-

selves but as means to the ends of the guidance program. To do otherwise would substitute a process base for a purpose base for program organization.

The third step is that of providing for means of continuous evaluation. Inherent in this step is recognition that evaluation in guidance goes beyond quality control of process and is rooted in purpose, achievement of the program. This latter can be accomplished only in terms of the defined objectives of the guidance program which stem from the stated objectives of the school. But there exists another characteristic of the guidance function that needs consideration through the evaluative process. An effective guidance program can never be static; it is constantly emerging. While it draws upon the body of knowledge of child growth and development for its stability of function, the variables of modern living do not permit the program to become fixed. A guidance program has an institutional frame of reference and it reflects the changes that occur in the school which it serves. Therefore, to gauge adequately the degree of needed change, the shift in needed emphasis, the addition of needed services or the subtraction of services no longer needed, continuous evaluation is a necessity.

The effectiveness of guidance in the elementary school will be determined by the impact of its organized services. That impact, in turn, will be realized only through the relationship of the guidance program to the total school program. The elementary school should provide fertile ground for the growth of organized guidance. There is a natural affinity between the guidance viewpoint and the function of the elementary school. This new dimension of organized guidance services should add to the effectiveness of the elementary school if true integration of such services within the organization of the school is achieved.

The Liberal Arts at Montclair

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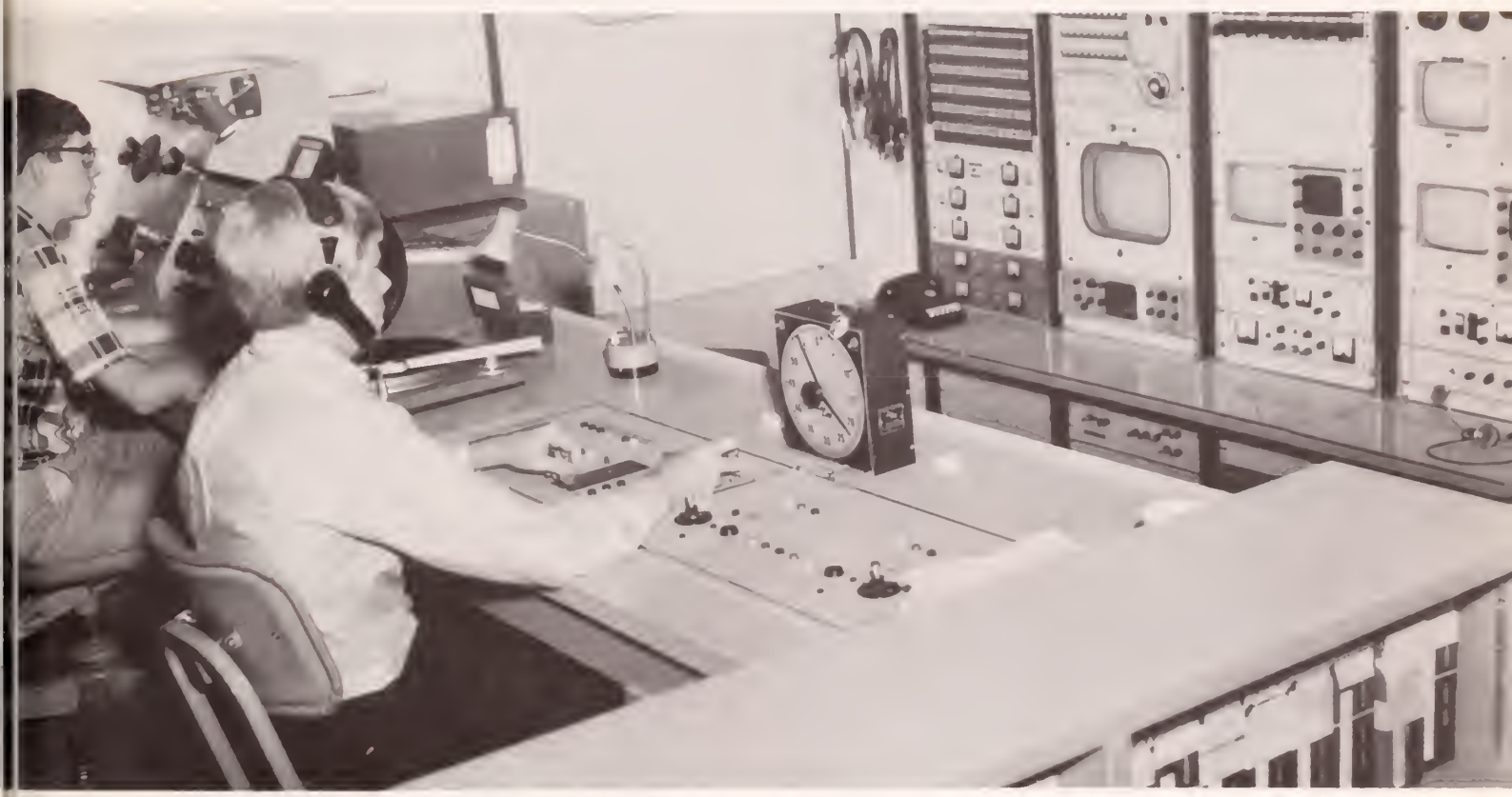
through the ages that they have failed to foresee the value of the products of the absolutely free mind. There ought to be on every college campus a few scholars dedicated to abstract and useless research. For these are the men who steal the Promethean fire from the heavens and transmit it to mankind. "There is a strong moral intuition," wrote Alfred North Whitehead, "that speculative understanding for its own sake is one of the ultimate elements in the good life." *(The Function of Reason,* Princeton University Press, 1929, p.30)

Having suggested some of Montclair's strengths and weaknesses in the past, let us now glance quickly at our present and future. The movement from a teacher training to a multi-purpose program has come to Montclair, not as an occasion for panic or alarm, but as an opportunity for another periodic self-evaluation. Well in advance of the creation of the Board of Higher Education, Dean Allan Morehead had appointed a Resource Committee for the Liberal Arts whose task it was to insure that when liberal arts students entered the College they would find it ready. Programs in eight major areas were investigated and approved by the Resource Committee, chaired by Professor Clifford. All of these majors were in our traditional disciplines. Last fall a German major was added; and next September Earth Science, Physics, and Psychology majors will be available to liberal arts students.

Will liberal arts students get as good an education at Montclair as at a traditional liberal arts institution? In my mind, they will. We cannot at present match some of the scholars at the older colleges, but they cannot match the cultural ferment on this campus. It is true that, unless considerable financial support is forthcoming, Montclair will continue to suffer from the old ailments. They will impede our progress and diminish the value of our offerings. Yet there are reasons for optimism. One is that, at this crossroads in the history of the College, we have Dr. Thomas H. Richardson as our President. Dr. Richardson is not only conversant with Montclair's past, but he sees the greater need for a multi-purpose curriculum in New Jersey today. By infusing democratic procedures into nearly every phase of college life, Dr. Richardson has generated in faculty, administration, and students an excellent working morale and a concerted dedication to the present goals of Montclair State College. A further ground for optimism is the quality of our local Board of Trustees. As long as these distinguished New Jersey citizens guide and support the destinies of the College, we can look forward to a future fully commensurate with our unforgettable past.

Innovation in Education: The Nova Schools

DR. FRANK P. MERLO
ASSOCIATE PROFESSOR OF EDUCATION
MONTCLAIR STATE COLLEGE



Students at Nova High School operate television equipment. Programs can be video taped and programmed to each classroom.

FORT LAUDERDALE, FLORIDA

The South Florida Education Center is a unique education complex created jointly by the Broward County Board of Public Instruction and a group of business and professional people who reside in the county. It is planned to consist ultimately of a cluster of elementary schools, a high school, a junior college, and a university dedicated to advanced technological instruction. The long-range goal of the center is to provide all children an opportunity to receive a superior education from kindergarten through the doctorate on the same campus.

The NOVA (inNOVAtion) schools which form the education center already consist of two elementary schools (K-6), Nova High School, and Broward Junior College. The Nova University phase of the complex has engaged part of its staff and was scheduled to open in early 1968.

The Nova schools select students for admission from all sections of Broward County. Criteria for admission are based on a willingness to learn. Since there is no free bus transportation, parents either bring their children to the campus or pay for transportation services. The student population consists of a cross-section of the entire county in terms of ability, age in grade, socio-economic background, and prior school experience.

Nova High School, a vital part of the complex, was organized in 1961 and has a student body of 2,000. The school is designed in the campus style

with individual buildings devoted to language arts, science, mathematics, and technical science, clustered around a multi-purpose patio area. Peripheral buildings house the administrative offices and physical education facilities.

The school schedule uses a 20-minute module, based on an eight-hour, five-day week in a 200-day school year. Standard teacher-pupil ratio formulas are not used because of team teaching, seminars, and individual conference-tutoring sessions. SOUST (scheduling of unscheduled time) is used for individual work-study and teacher conference-tutoring. All students' schedules are individually tailored and student progress is reported using a 1-9 marking system. Like all schools within the Nova complex, the high school attempts to judge progress in terms of the individual, rather than by a set norm.

Instruction is based on learning activity packages, and self-study without dependence on instructional personnel is encouraged. The central library concept has been replaced by smaller resource centers located according to area of study (e.g. science, humanities, mathematics). All resource centers are connected by dial systems for television or audio retrieval from the central control center. Every center contains carrels designed for study, typing, and audio or television reception. An information retrieval system also is being planned for tie-in to a central computer. Live or taped television programs and activities are available to all instructional and study areas from the central control center.

Opening exercises are broadcast via the closed circuit system. The school does not contain an auditorium since "assembly-type" programs are carried via the television system to most areas of the school.

All instructional materials are accounted for through an active inventory system, therefore, they are available to all instructional personnel upon request. All science supplies and equipment are managed by a storekeeper employed for this purpose. He is responsible for making up all experiment packages to be used within the science laboratories which have been designed for multi-purpose functions.

The Nova elementary schools are organized along the same basis as the high school. However, most instruction is based within a given core of activities. Most learning activities are exploratory and spiral in content and approach. Although specific grade levels are in existence, a non-graded approach to learning to insure the individual's learning continuum is the basic philosophy of the program.

Adapting the Nova Experience

One of the greatest problems faced by the Nova schools was to orient instructional personnel to the acceptance and use of new approaches to learning. Special orientation classes were held so that teachers could be retrained to use such techniques as team teaching, small group instruction, individual conference-tutoring, independent study, and group planning activities.

New media such as television, pre-packaged programs, and tape recordings had to be introduced in such a manner that teachers would be able to use them as effectively and unhesitatingly as a textbook in supplementing classroom instruction. Personnel were encouraged to evaluate, update, or discard traditional approaches to teaching, so that the goals sought by the Nova schools could be achieved.

Throughout the United States, teachers have found it difficult to change their approaches to teaching. Many are using classroom methods and techniques geared to students of past generations. Schools which have been primarily college-oriented now have students whose expectations and competencies fall below past goals. Yet teachers continue teaching in the same manner and expect their students to achieve unrealistic goals. Many have become cynical and disenchanted and have taken to condemning the general student body as incompetent because of their own inability to relate to the students. These conditions are particularly noticeable in urban schools where the area has undergone marked social and economic change.

Education in the United States is undergoing a vast change. Because of the need for universal education for everyone, schools must change their traditional approaches to learning. Research has indicated that much of the new media, modern curricula approaches and new techniques for individualizing instruction have some merit. Teachers owe it to themselves and to their students to become familiar with these new approaches to learning. School districts must provide the time and resources so that teachers can become informed and expert in the new concepts of teaching.

Excellence in teaching requires a knowledge of subject matter and a knowledge of the student and how he learns. Some teachers must be retrained so that they have a thorough understanding of the "new" student. They must understand what forces repress him. They must know how to empathize with him. In essence, they must know what makes him "tick". A coupling of knowledge about the

"new" student and what techniques, media, and methods will make him learn is desperately needed by many teachers.

It appears that the Nova schools are fully utilizing the new media and have adopted new concepts of instruction. Expensive equipment and facilities are being used because the teachers *want to* and *know how* to use them. School districts can build modern facilities, provide expensive equipment and institute new programs, but all of these will receive little use or it will be a waste of much-needed financial resources unless teachers *want to use them* and *know how to use them* effectively.

The most significant aspect of the Nova schools is not its outstanding facilities, new media, or sophisticated progams. Nor is it its unique concept of offering education from kindergarten through the doctorate. Nova's "magic" has been its ability to influence its teachers to break tradition and use new approaches and techniques with all their related hardware for the benefit of themselves and their students.

(Adapted from a series appearing in School Board Notes, *the publication of the New Jersey State Federation of District Boards of Education.)*



Language Arts Resource Center features an information retrieval system. Students are shown using the microfilm viewer.



Foreign language instruction is centered in a well-equipped language laboratory.

The Role of the Inner-City School

Continued from Page 24

in with the barnyard fowl. Here it stayed for a year and grew alongside the chickens and geese. One day a naturalist saw the eagle among the other fowl and berated the farmer for raising the eagle with chickens. The farmer countered that the eagle had been raised in the barnyard and is to all intents and purposes a barnyard fowl and happy to be one.

The naturalist offered to prove that the farmer was wrong. He spent several hours coaxing the eagle to fly. However, the eagle reacted as a chicken, hopping to the ground and scratching for food. Finally, the naturalist took the eagle to the top of a mountain. Holding the bird high over the valley below he spoke to it. "Eagle you are an eagle and you will always be one. You were born to soar in the skies, not to scratch in the dust. Lift your wings and fly!" With this, he dropped the eagle. At first the bird dropped, but then its powerful wings began to beat and he flew off into the horizon, never to return again. It was an eagle, though it had been raised as a chicken.

As teachers we must call on all children to stretch their minds, lift their sights and fly.

Industrial Arts Progresses in a Changing Society

By DR. ARTHUR W. EARL
CHAIRMAN OF INDUSTRIAL EDUCATION AND
TECHNOLOGY DEPARTMENT

The department of Industrial Education and Technology, previously known as the department of Industrial Arts, officially changed its name to permit the addition of new curriculum offerings. The department of Industrial Education and Technology has already increased its present offerings beyond Industrial Arts to include Cooperative Industrial Education and Vocational Industrial Teacher Education. The Industrial Arts major prepares for teacher training in grades K through 12. The areas of Industrial Arts preparation include Drafting, Graphic Arts, Wood, Industrial Crafts, Metal, Power, and Electricity. The approach has been to prepare students in breadth in all of these areas. The Industrial Arts facility for this type of preparation has been a large comprehensive general shop. The Cooperative Industrial Education Coordinator's Program offers Industrial Arts teachers, at the graduate level, the opportunity to become certified as Coordinators of Cooperative Industrial Education Programs. The Coordinator will supervise Industrial Education Programs in the public schools where students will devote part of their school day to formal education and the other part of the school day to working in industry. The Vocational Industrial Teacher Program offers teachers in the vocational schools of New Jersey the opportunity to obtain certification and a degree in Vocational Education.

To efficiently administer and clearly depict the future aims and offerings that are presently under consideration by the department of Industrial Education and Technology, it is recommended that the existing and proposed programs be organized under a School of Arts and Sciences. The School of Arts and Sciences would administer the following:

1. The teacher Education Program of Industrial Arts.
2. The Cooperative Industrial Education Program.
3. The Vocational Industrial Teacher Education Program.
4. The Industrial Technology Program.
5. A Pre-Engineering Program.
6. A Technical Resource Center.
7. Related Graduate Programs.

The content curriculum and methodology of the present Industrial Arts Program will be revised. The new curriculum revision and building program will follow the national pattern of preparing Industrial Arts teachers in areas of specialization: Design, Drafting, Graphic Arts, Industrial Crafts, Wood, Metal, Electronics and Power. The Industrial Arts major will be provided the opportunity to select two of these areas of special interest for depth study.

The Industrial Technology Program is based upon research which indicates that America's technological advancement will continue to accelerate at a rapid pace. New Jersey being one of the leading industrial states, particularly in such areas as Research, Ceramics, Electronics, Graphics Communications, Metals, Plastics, needs trained young men and women for all levels of Industrial Technology. Typical of existing needs are Technical Sales, and Management Positions, dealing with both domestic and foreign industry; including supportive personnel necessary to work between the indispensible theoretical engineer and production employees.

To meet these needs, the department of Industrial Education and Technology wishes to initiate a program which will broaden the major options offered to students. The new major options will be implemented with a compatable curriculum and building program that will technically compliment each other. The new curriculum, which reflects industries' needs, will provide students with a background of technical knowledge. The laboratory application of the technical knowledge will be limited in scope: to the time required for a thorough exposure to the industrial materials and processes studied. The development of trade skills is not considered a part of the Industrial Technology Program. The new building complex will start with a six story air conditioned building, which will reflect the technologies of industry through the media of contemporary design, supplies, materials and equipment. There is no intent to design a trade training building.



The academic requirements for admission to the proposed Industrial Technology Program consists of 16 High School Carnegie Units. It is suggested, however, that additional high school Mathematics and Science courses be taken. It is also possible in place of the foreign language requirement to substitute other major free electives.

The requirements for the Industrial Technology major at the college, are determined by the established curriculum of the college. The exception is a proposed increase in mathematics and science requirements from 6 to 12 semester hours, instead of the college foreign language requirement. The flexibility of the Industrial Technology option accounts for its versatility in meeting the needs of students, with various backgrounds, in their selection of proposed professional careers. The department of Industrial Education and Technology plans to initiate the new Industrial Technology program, to prepare young men for industry, with specialization in the areas of Drafting Technology, Polymier Sciences, and Electronics.

The required courses for the Industrial Technology major, within the department, would include: Introduction to American Industry, Industrial Design, Industrial Materials, Research and Development, Manufacturing Processes, Computer Fundamentals, Graphic Communications, and Industrial Field Studies Visits. Two required courses outside of the department will be Technical Writing and Personnel Management. The free electives in the department of Education and Technology that will be offered within the department include: One of the Industrial Technology Options, Industrial Safety, Technical Drafting, Numerical Control Applications, Field Work in Industries, and Independent Study. Technology electives required outside of the department will include: Accounting, Business Law, Economics, Industrial Psychology, and Marketing. Approximately 42 to 54 semester hours of free electives outside of the department of Industrial Education and Technology will be available to these majors. This will provide the Industrial Technology major with the same flexibility in course selection which is apparent in any Liberal Arts curriculum. Either breadth or a high degree of specialization may be obtained according to the individuals needs and career choice.

The Pre-Engineering Program, as a future proposal, will offer the first two years of required courses similar to those offered in accredited New Jersey engineering colleges. The courses planned at Montclair State College parallel courses offered at New Jersey engineering colleges, therefore, a two year pre-engineering program could be initiated at Montclair State College with little difficulty.

A Technical Resource Center, as a future proposal, for the department of Industrial Education and Technology is planned as a means of more fully utilizing the new facilities essential for the successful implementation of Industrial Technology. The recommendation of a Technical Resource Center, to provide educational service to the northern part of the state of New Jersey, is an important aspect of the total Industrial Technology concept.

The Related Graduate Programs, proposed for the department of Industrial Education and Technology, are planned to prepare teaching and non-teaching industrially oriented graduate students to cope effectively with our ever changing technical society.

The programs of Industrial Arts, Cooperative Industrial Education, Vocational Industrial Teacher Education, Industrial Technology, Pre-Engineering, Technical Research Center, and Related Graduate Programs are all compatable and logical in the thorough consideration of technology at Montclair State College.

The Urban Imperative

The President's Message:

By DR. THOMAS H. RICHARDSON
PRESIDENT

You may know that your college has been deeply involved in trying to do its share in solving the problems caused by inner city segregation with the resultant economic privation and educational ineffectiveness. The recent reports of the Governor's and the President's Commissions added much emphasis to the seriousness of these problems, but Montclair's efforts predate these reports by several years.

Recognizing the severe environmental handicaps under which the mass of American Negroes live, Montclair State College has made a deliberate effort for many years to compensate in its approach to admissions under these unfortunate conditions. Deliberate efforts to counteract college *de facto* segregation, toward which we seem to be evolving, has been accomplished legally and without violating admissions standards to which we were committed. Our Director of Admissions journeyed out into the inner city areas in a drastic effort to try to maintain a reasonable racial balance in our student body. A year and a half ago a Negro Assistant Director of Admissions took over the specific task of trying to compensate for the larger environmental conditions of discrimination in which Negroes generally approach college admissions.

Montclair State College also developed one of the first Upward Bound programs in the State of New Jersey. In cooperation with St. Peter's College and Jersey City State College, we brought groups of fifty to seventy-five people from the inner city areas of Jersey City to live and study on our campus. As you know, the goal here is to encourage youngsters with college potential by helping them build skills and attitudes which will cause them to gain admission and to succeed in college. The program has been highly successful and the director, Dr. John Redd, has received many commendations.

Perhaps the most uniquely Montclair effort in helping an inner city youngster is a program called SPURT. A *Special Program for Urban Teachers* was initiated and developed here at Montclair. What is SPURT? I quote from a brochure which we have prepared describing this endeavor.

> *"SPURT is a program developed to provide Montclair State College students with specialized training and experiences leading to greater understanding of and skill in working with the urban disadvantaged. The program is built around a combination of specially oriented course work plus field work experiences, and involves close cooperation between the college staff and representatives of public schools and social agencies.*
>
> *The first group of twenty-five sophomore volunteers began the program in the spring of 1967. Additional groups of sophomores will enter the program at the beginning of the second semester of their sophomore year. The first two groups of students in SPURT are doing their field work in Paterson. Subsequent groups may be assigned to other urban communities. Paterson was selected because of the interest and cooperation of both school administration personnel and social agency representatives."*

We feel that SPURT has been successful in achieving its objectives of preparing a better type of new teacher for urban disadvantaged youngsters.

We think that the college has gained much from this program in faculty and staff understanding of the problems of inner city and in our communication with the professional educators who are now working with urban problems.

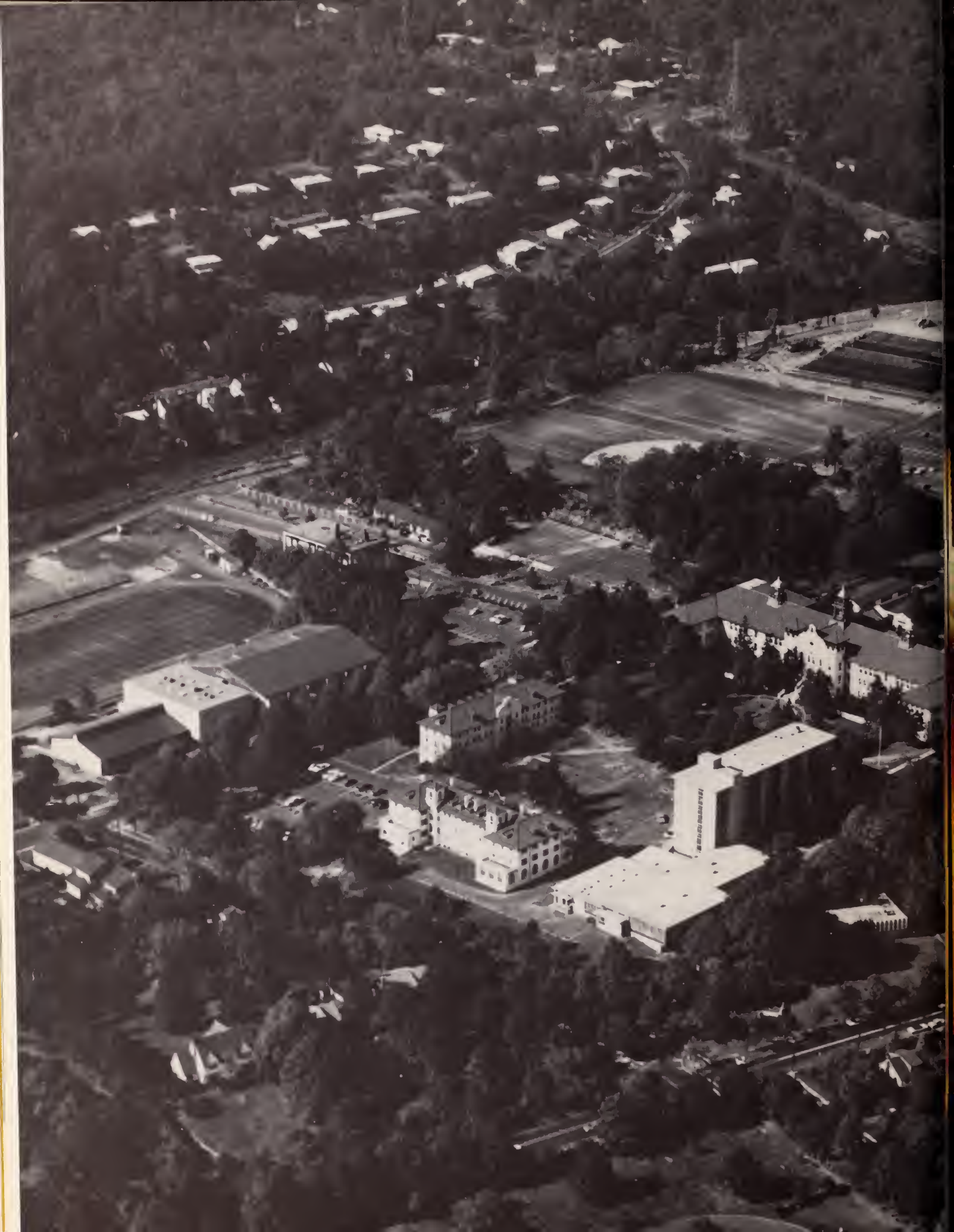
There is still one other program in which your college is involved and it is called TRY (Talent Research for Youth). Forty disadvantaged students will be coming to our college in September. These youngsters will require special remedial courses and much volunteer work will be needed by faculty and students. Although experimental, for we know we have much to learn, a sincere effort will be made to help these inner city youngsters compensate for their environmental-educational handicaps. We will try, for example, to have a professor, as a special project take on and counsel each one of these students. Of course this will take much time, patience and dedication but we are confident that it is worth the effort and that we have a fighting chance to succeed.

Are we proud of what we are doing in the area of helping the inner city youngster rise above his handicaps? No! We are not proud. It is true that compared to the rest of society and compared to other colleges, Montclair State College has nothing to apologize for. The efforts which we are making are much greater and they have occurred over a much longer period of time than most people appreciate. I do think that it is desirable for the alumni and the people of New Jersey to recognize that our college is making these efforts, but compared to the magnitude of the problem and considering the ugliness of inner city blot on the conscience of America we are doing very little.

Our society in this year of 1968 finds itself with a major illness and many of our leaders fear that the illness may be malignant. Montclair State College must do more to apply itself to the solution of these problems with all of their racial and social aspects. They need much work by all institutions in our society.

We look to the faculty and the alumni to support the college in its effort to make a real contribution in this area of great national need. We look for the solution to the problem to the young people in our college. We look to the much criticized youth of America to bring the values and ideals to the solution of the inner city dilemma for I fear that the older generation in this respect has failed.

In conclusion I should say that I realize our college cannot be all things to all people. We must not neglect our primary academic mission and we will not neglect it. In addition, however, we have taken on a partial solution to the problem of the inner city—please support us.



THE ALUMNI FORUM

MONTCLAIR STATE COLLEGE / SPRING 1969



FORUM
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If Only –

If only urban teachers would give a damn instead of feeling damned . . . If only they wouldn't lose their cool when confronted with deliberate disobedience, disrespect and assault . . . If only city teachers would displace bad humor and dismay with good humor and hope . . . If only the faculty would experience the joy of tackling corridor duty, cafeteria duty and study halls . . . If only they would respond with better spirits when they check the bathrooms, break-up pot parties and get themselves manhandled by intruders.

If only the curriculum were made more relevant . . . If breakfast could be served to students . . . If there were only a student lounge where smoking was permitted . . . If only the S.D.S. were running the show . . . If there were only more money . . . If there were more imaginative field trips . . . If only the city schools were media-centered . . . If only teachers wouldn't age beyond thirty . . . If only more teachers would swing a little . . . learn a little jive talk . . . If the teachers would only get with it and wear shorter skirts and turtle necks . . . If there were only more commission instead of submission . . . If they would only turn all the schools into street academies . . . If only there were more community involvement and decentralization . . . If there could only be more student decision-making . . . Why not?

If only the teachers would not impose middle class values and abandon their expectations . . . If only there were more urban conferences instead of suburban conferences.

And, if only the "authorities" who aren't really making the scene knew where it's really at!

For, turning students on, defies easy, patent formulas.

My Cup Runneth Over

The editor of the Forum has just about put this magazine to bed as well as himself in a state of total collapse! Every word and line has been checked and rechecked, and yet, he can rest assured that the mistakes will haunt him all the days of his life.

Stories have been cut and pictures have been cropped in an attempt to fill a restricted number of pages. Irate authors are threatening to gun down the editor on sight. For when an author's story is cut, his ego bleeds!

So, how about helping a frustrated, beleaguered editor out of his anguish? Contribute to the Alumni Fund. Just once, the editor would like to do his own thing . . . damn the budget . . . print those big, splashy color photos . . . let the prose run its natural course . . . pages and more pages . . . wouldn't it be loverly!

Fiscal Autonomy is a Must

by
DR. MORRIS McGEE '49
MONTCLAIR STATE COLLEGE

Q. Dr. Richardson, now that the Board of Trustees has served Montclair State College for over a year can you tell the Alumni something about the way you see the College and its growth for the next five or ten years?

A. The Trustees have spent much time during this year learning about the College. They have also taken a remarkable amount of action and caused great change considering that their responsibilities as Trustees were completely new to them. I believe, in addition to learning about the College, that the Trustees have come to look upon Montclair as "their College." The pride in Montclair, it seems to me, has not lessened the attitude of the Trustees that we need to improve our college and make it even better.

The Trustees, I have every reason to believe, will lead us, through their wise development of the policies, into a new era of quality and growth. New goals, new curricula, and new campus developments make the prognosis for the future very bright.



Dr. Morris McGee asks Dr. Thomas Richardson some penetrating questions.

Q. Has the creation of local Boards of Trustees solved most of the organizational difficulties about which the colleges have complained in the past?

A. No, there are still many organizational problems. The Higher Education Act of 1966, which established the Trustees and made many other improvements, was a great step forward for public higher education in New Jersey. It did not go far enough, however, and the colleges still find themselves excessively restricted in their movement towards efficiency and improvement. I look forward to some legislative or organizational changes which will give greater fiscal and purchasing autonomy to the colleges.

Q. Will the Bond Issue greatly assist Montclair in achieving its aspirations?

A. We will double our library and Math-Science facilities as a result of the Bond Issue of 1968. This will make a tremendous improvement in the academic program on campus. We will also have a bridge constructed across the railroad tracks off the west side of the campus. A new access to the College is needed, and this bridge will greatly assist us. As you may know, the College will also be building a new dormitory for about 650 students, and a Student Union building. These will be self-amortizing but sponsored by the Educational Facilities Authority.



COLLEGE CENTER BUILDING

Q. What are some of the big problems which you see in the future?

A. New Jersey will continue to have many problems in higher education. An inadequate number of spaces to accommodate all of the students who want to come to State Colleges is probably the major difficulty. The community college program, which is a splendid development for our State, does not solve this problem but merely delays it. With the graduation of great numbers of students from our County Colleges, more spaces will be needed in the junior year of four-year institutions. Montclair has a real dilemma here: shall we accept a quantity of County College graduates and in so doing reject a great number of highly qualified freshmen? We are struggling with this question now and certainly want to be fair to both groups—freshmen and County College graduates. Some attempts will be made to evaluate student applicants whether they are potential freshmen or potential juniors, and develop an admissions policy accordingly.

Q. How is master planning for higher education developing in New Jersey?

A. An extensive master plan is now being created by the Department of Higher Education with the cooperation of all of the higher education community in the State. Montclair, for its part, is working intensely on its own master plan and also participating in the development of the Statewide plan.

Q. Where do the Alumni fit in all of these plans?

A. The Alumni could help in recruiting good students, in interesting potential faculty members, and doing all of those things that alumni do in colleges and universities.

Q. Do you mean supporting athletic teams, attending events on campus, and giving money?

A. All of these things are important, of course, and we hope that the Alumni will continue to do them well. There are many ways the Alumni can help in planning the facilities and curricula, in helping shape the future of Montclair State. We now know after a little more than a year, how big the job is and how important it is to make "our College" better. We have to be prepared to teach more students in a better manner with a better course of study, and we must do it now. We consider the help of the Alumni essential to our goal.

Q. Then are you optimistic for the future?

A. I am only optimistic if we continue to improve on what we are trying to do. We must make additions to the faculty, we must improve our administrative procedures, and we must have interested and active students. If we are not vigilant, we will have a cluster of new buildings dedicated to the past. Montclair State College will always be indebted to the people who comprised its history. But the future greatness of our institution depends upon our capacity to adjust to, and serve the new society of the future.



Dr. W. Lincoln Hawkes, President of the Board of Trustees, addresses the graduating class of 1968.

Who's in Charge at Montclair State College?

By
DR. W. LINCOLN HAWKINS
CHAIRMAN OF THE BOARD OF TRUSTEES

In the preceding feature article there is a general discussion of the various leadership roles at colleges and universities in the United States. This article attempts to make clear the varied legal, moral, and ethical roles of the participants in leadership in our College.

At Montclair State the legal responsibility for operating the College lies with the trustees, who took office according to the Higher Education Act of 1966, and major policy matters are decided by the trustees in consultation with the various individuals and groups who make up the college community.

The president of the college is the chief administrative officer, who meets regularly with the Board of Trustees. It is his responsibility to communicate with students and interpret the College to the community. In addition he must hold the respect of the alumni and keep them as an integral part of the college community.

A look at the tenure of the present President, Thomas H. Richardson, who has served since November of 1964, can give you an idea of recent changes, and perhaps some idea of our present direction and our plans for the future.

Since November 1964 a new departmental

structure has added departments of Biology, Chemistry, Physics—Earth Science, and Psychology. In addition, there have been major revisions in the Business Studies, Social Sciences and Industrial Education and Technology departments, including the new names for these departments which more correctly reflect their increased scope and added dimensions.

New undergraduate curricula that have been introduced include: Liberal Arts programs in English, French, German, Spanish, and a minor program in Italian; Liberal Arts programs in Biology, Chemistry, Physics, Earth Science, Psychology, Mathematics, Speech Arts and Theater, American History, and European History.

Teacher Education programs have been expanded to include Distributive Education, Speech Arts, and Speech Pathology. New professional programs have been added in Business Administration. Each academic discipline has undergone substantial curricular revision and expansion during these past four and a half years. Change and expansion have also occurred in the Graduate Division.

In the area of bricks and mortar, construction projects completed and in use include an addition to the speech building, a swimming pool and gymnasium addition, a new baseball field, lights for the football field, a fine arts building, and new boiler plant. Under construction now is a classroom building and a new dorm is imminent.

In 1965, 1966, 1967, and 1968 almost 3000 alumni have been added to the rolls, and over 800 M.A. alumni have been added. There were 187 faculty members when Dr. Richardson took office in 1964; there are 340 in 1969. There were 2,788 students on campus in 1964, and there are 4,452 as of February 1969.

The growth and change have been dramatic over the last four and a half years. The projected growth based on the Bond Issue of 1968 makes it abundantly clear that the next five years at Montclair State College are going to match and even surpass the last five years. During this period, the trustees and the president are going to need the advice and support of faculty, of students, of parents, of the public, and most particularly of the alumni.



MONTCLAIR DORMITORY

Sketches of Pariah and Parvenu: Six Years in America

by

DR. GIDEON-CYRUS MUTISO

"Fasten your seat belts," the Eastern Airlines' stewardess intoned. We were landing at Miami International Airport. It turned out to be less than international in spirit since I had to sit there for three hours waiting for a 'Negro' cab to take me to the University of Miami campus. White cab drivers would not take a blackman at that time of night. It was four in the morning. It was a dangerous time.

Thus in the first three hours on American soil, I was to be taught a Fanonesque lesson—I was determined by the other and in the determining, origin, class, status, money ad nauseum had no relevance. It was only the amount of melanin in my body which was relevant. I was a black man. As a black man there were new rules I had to learn —new rules about society and also new techniques and strategies of survival.

Consider the fact that all African students are supposed to be here to study so that they can go back and help their people. There is nothing wrong with that. Yet they are, according to the majority of Americans, on "our money." This is nonsensical; there are very few foreign students here with "your money." I choose to define "your money" as meaning they are supported by public (government) funds. Most students are aided by specific individuals or institutions. Among those aided by institutions there are more in private institutions than in public (state) institutions.

Let us make no mistakes: Those students who are on public funds are supported, because it is to the interest of the United States Government to back them for propaganda and cold war purposes. The best proof for this is the speed in which those African students who were in Soviet Bloc countries wre picked up and enrolled in American universities when they rioted at Baku University, Lamumba University and other areas.

On another level, we can prove the hypothesis indirectly by pointing out the academic areas the public sponsored South African and students from non-independent Africa are pressured into. It is indicated to them that they should move into areas of manpower shortage in the independent African states in spite of the fact that most of them feel they require military and political skills to enable them to liberate their countries.



MUTISO, GIDEON-CYRUS, Assistant Professor—Political Science; B.A., Parsons College; M.A., University of Kansas. Mr. Mutiso has finished all his work for the Ph.D. at Syracuse University. He has taught in Kenya, at Kansas, and Syracuse. He has been a research assistant and consultant on African Studies.

Anyhow, I suppose I was *lucky*, since I was not publicity sponsored. I acquired partial sponsors here. Perhaps, it is of some value to discuss private sponsors. Usually, they are church oriented,

white and rich. These attributes lead to very serious conflicts for the foreign student. On one level, most students are not particularly interested in religion. Therefore demands on church attendance, and various related functions, tend to alienate rather than make the student feel "at home." To the extent that the churches are more than likely to be away from the tracks, and the people in them mainly white, the racial element becomes dominant. That is to say the church people do not feel at home with a black. Sometimes, they discriminate openly. One remembers numerous occasions when the sponsor took one to a church and the members' reaction to even a hello was cold, hard eyes up and down. Christian charity seems to be a function of melanin.

The relevance of wealth to foreign students is grounded in the occupations of the people. Consider the fact that one is supposed to wear a tuxedo. Since he cannot afford to rent one, it is rented for him. The family hovers around him to check whether the tie is straight and so forth. They mean well but this may be contradictory to the mores of the student. It may be a threat to his identity. He might resent the "instant status role." Chances are that the norms are unacceptable to his schema. Thus the sponsor family may alienate the sponsored student by default. The student is nothing more than a marionette, a throwback to history, a curiosity for the pleasure of the white friends. He is to be shown the American way—to be told and retold the advantages of democracy and capitalism and rugged individualism (even though the people are the most conformist in their idle patter), as well as how lazy "our Negroes" are, unlike the African. This brings us back to the pariah/parvenu dialectic.

What has been the role of black people in establishing the attitudes of African students in America? I submit that to many American blacks African students were never brothers. They were uncivilized and not to be considered as ancestors. Thus one hears so much about the Africans identifying with the whites here. Nothing could be further from the truth. The African student sought identification with American blacks but the basis was race. Culturally, there were no linkages. The American blacks are part of American culture. There is a cultural dissonance (not gap, since the idea of gap implies either a horizontal or vertical split) in the sense that the American black man accepts the major premises of Western culture. Not all Africans accept these necessarily. Thus around the early Sixties, there was no dialogue between the Africans and the black Americans. The opportunities for contact were minimized by the fact that most African students were placed in white families. It has been pointed out that it did not become United States Government policy to place African students with black families until two years ago. In the last two or three years, it has pushed Africans and black Americans together but yet there are misunderstandings. It is generally argued that Africans despise (if not hate) the American blacks. I do not think this is so. The point is most Africans who are here now were around Africa and took part in the nationalist struggle against various white colonial powers. They are fairly attuned to the fact of race in international politics. Colonialism had a significant racial element. Because of this, the African students had the "experience of strangeness" in a cultural and political sense earlier than their American brothers. It is only in the age of Carmichael and Rapp Brown (i.e. post Malcolm X) that the cultural-political dialectic of race has become crucial. The Africans argued for political equality by denying integration. The American blacks are now arguing for cultural-political equality before integration as opposed to the 1950's and early 1960's when the dominant idea for American blacks was cultural-political integration for equality.

We should note that there is also confusion in Black movements on the role of Africa as the cultural root of Black Americans. Today's Africa straddles traditionalism and Westernism (modernity?!) Basically American blacks are Western in values. When they go to Africa, they are usually alienated, because their very lives are not different from the lives of the excolonials (white). Thus to the African, the American brother has only one choice: to stay in America and use "whatever means necessary" to gain cultural-political equality. However in the event that the American black wants to emigrate to Africa, he is welcome. Actually some of the more militant African groups argue that the American blacks should consider a People-to-People (Brothers-to-Brothers) aid—i.e. the movement of skilled blacks from America to Africa to develop the continent. However, it should be emphasized, Africans distinguish between American blacks who are "agents" of America and the ones who really want to make a contribution. It is this fact which led to rejection of black American ambassadors by some African

countries. The African governments pointed out that the black American ambassadors had no advantage over any other ambassador—to the extent that they were committed to the continued supremacy of "the bastion of Western Civilization."

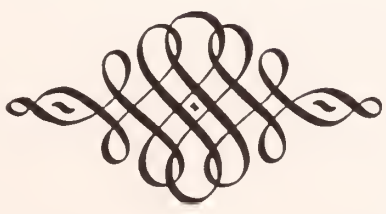
Perhaps another relevant sketch is on the attitudes of African students on the so called Cold War. One of the most irritating facts in this country for any foreigner is the question, what do you think of Russia? The question points out the "paranoia" of the American public towards the Soviet Union. We should be aware that the Soviet model represents an alternative to the American way in development. To the extent that development is the supreme value of the emerging countries they are going to copy some elements of the Soviet model. These will be basically planning and regulation of the economy. Beyond that, it seems to me we are aware that essentially there is not much difference between the behavior of Soviet Union and United States internationally. Super powers are not known for their charity. They are egocentric. Thus it is to our advantage to play each against the other for our own ends. I do not think we are really interested in the Cold War politics.

This fact leads us into the problems associated with the study of so-called developing areas. Area studies have boomed in the last fifteen years, but they have been grounded in Western ideas about the nature of society: metaphysical assumptions about individuals and groups. Consider a peasant in Africa. He has specific perceptions of the good society. Before we can label him as parochial or as non-participant in a democratic political system, we ought to be aware that perhaps our evaluative criteria may be irrelevant. Some of us who grew up in rural areas where food and shelter were inadequate tend not to listen to traditional concerns about the rights of man, participation or equality. Perhaps the concern is more for the need for an extra bag of mealies, bowl of rice or a piece of meat rather than voting, elections and representation. It is clear that one never worries about good government on an empty stomach.

Finally, an African student is a pariah and parvenu in the educational system. He never accepts the framework of mass-education (college level) for his own society because economically it is impossible. He never gets much about the contribution of blacks in this country. He can never understand how a democratic society can define twenty-three million blacks out of society. And at last he rejects tokenism. He is aware that he has to be ten times better than any white counterpart to be accepted. In school he has to argue his case and the case of blacks countless times. Sometimes it costs him grades but yet the fight must be done on all levels. When he gets employed, he knows that it is not just merit but it is because now it is fashionable to show liberalism by having the equivalent of the slave days "house nigger." Yet like the "house nigger" he knows that his position is precarious. If he deviates from the norm (i.e. white institutions), he is dropped like a hot potato. Consider the problems of a Harry Edwards or a Hatchett.

Thus one has always to be aware that he is pariah and parvenu. One is pariah and parvenu with regard to the role of African re-emergence. One is pariah and parvenu with regard to the emergence of neutral international political position denying cold war politics. One is pariah and parvenu with regard to the dialectics of the racial linkages between American blacks and their alliance with the "mother country." And at last one is pariah and parvenu as a token employee.

What keeps one going, you ask? Perhaps the "hope" that "we Calibans will inherit the world!"





The Reverend Thomas E. Davis and Maurice Moran, President of the Newman Community, are proud of the New Jersey Province Plaque designating Montclair State College Newman Club as the best in the State (March '68).

A Challenge for Living

by
REVEREND THOMAS E. DAVIS
CATHOLIC CHAPLAIN
MONTCLAIR STATE COLLEGE

Centuries ago the author of The Book of Deuteronomy wrote: "See, I have set before you this day life and good, death and evil. . . . Choose life that you and your descendants may live, loving the Lord, your God, and cleaving to Him."

Civilization today is being challenged. Unlike Humpty Dumpty, I do not think it has fallen and broken into smithereens. I do not believe we are a splintered society—a jigsaw puzzle whose pieces have been scattered all over the floor. Rather, like a mighty giant, I think civilization is waking up and beginning to stir in a world of despair and discovery, of routine and risk, of isolation and involvement.

This does not preclude that we are unsettled to the very roots of our being. We are a complicated society, and we have not become accustomed to the idea. We are in a convulsion of change. We have changed our environment more quickly than we know how to change ourselves.

"See, I set before you life and good." To live is to change; to be good is to grow better. The world is all we talk about; yet, we must realize, we are constantly changing the subject.

If we become aware of who we are, if we become aware of other people, we will see that we need other people and other people need us. We will come to discover, as Barbra Streisand sings in "Funny Girl," "People who need people are the luckiest people in the world."

To come alive, to be aware of other people, is not only to understand them—though to understand them is important. To be aware of other people is also to be concerned, to learn of and to recognize their joys, their sufferings, their problems—great and small. If we become "aware" in this way, if we so discover LIFE, we will discover what being human is really all about: It's about

being a real person.

Absence from public controversy, therefore, is never an alternative; neutrality in public affairs is never an option. Jesus said, "If you be neither hot cor cold, I will vomit you out of my mouth." If we are to live in this changing world we must be committed; we must be concerned; we must get involved.

Whether one likes it or not, everyone in the United States is now involved in the "racial crisis." We cannot meet this crisis on the basis of "business as usual." If there ever was an option on this subject, it has expired. The only issue that remains is HOW one is involved: obstinately, stupidly, irrationally—or with concern, intelligence, and compassion.

The racial crisis is not just another "good cause." The racial crisis is not primarily the repair of property. The racial crisis IS the repair of human spirits that have been stifled and stunted over the years by prejudice, discrimination, repression and exploitation.

Too many of us have congratulated ourselves on having solved the crisis in our society by legislation; but riots in our cities have demonstrated that we have not found the solution. The prophet Jeremiah could say of us: "They have healed the wound of my people lightly, saying Peace, Peace when there is no Peace." Now the unhealed wound is broken open. It will not be closed again except at a great price.

What is the price? The price will be paid only with sacrifice and suffering, on a scale with the pain and deprivation inflicted. For there can be no prize without a race; no "A" without study; no accomplishment without work; no victory without fighting; no purchase without a price; no cause without sacrifices. There is no simple blueprint.

The disruption of accepted patterns of relations within our society, and particularly between races, gives us an opportunity to build new social structures that can be made just and equitable for all men.

We must refuse to give way to panic, hatred, or despair. We, all of us,—white and black—must confess with humility our part in the common guilt. We, all of us white and black must believe that we can look with hope and determination to the reconciliation and rebuilding which can follow.

Repentance includes both attitude and act. In this world of change each of us must have vision. We must dare to dream, dare to be different, dare to "stick our necks out," dare to "go out on a limb." Robert Kennedy said, "Some men see things as they are and ask, 'Why?' I dream things that never were and ask, 'Why not?' " If we don't expect the unexpected, we will never find it. We must not fear to make a mistake. To flounder is not to fail, but even should we fail, we must try, try again. We must be prepared to hazard loss, injury, suffering and even death willingly and joyfully for the sake of each other.

If we are going to help one another, however, we must all change our WAY of helping. We hear a lot about power these days: All power is an extension and application of God's power, whether it be political, social, economic, white or black power. Each is good when properly employed. How to use power and how to share power are vitally important to the right running of society. Too long have we tried to do things FOR people. The time has come to realize that we must do things WITH them.

There are those who say that the youth of today is the generation to whom "no" has never been said, a generation of takers, but not givers, a generation that recognizes what they don't want, but knows not what they do want.

I, for one, do not subscribe to this theory. I, for one, believe that young people today are dissatisfied—and that is good. It means they are not complacent. I, for one, believe that youth is restless, and that is good. It means they are searching. I, for one, believe that youth is questioning, and that is good. It means they don't think they know all the answers. I, for one, believe youth is protesting because they are alien, and that is good, for it means they refuse to settle for the status quo.

Scripture tells us that man was put on this earth not to leave things the way they were. Man is supposed to transform his world so that it bears the mark of his own intelligence, his own act, his own concern. Only then will creation become humanized.

"No man is an island." We live in this world "family style." We live in community
and community means: I, (Thou) We instead of me, you and them.
and community means: He says, "Go fly a kite" and I say, "Will you help me make it?"
and community means: Oneness—we are one, but we don't force it.
and community means: We're not equal, we're different and we like it that way.
and community means: feed back.

Continued on Page 15



Intellectual Directions at Montclair

by
DR. HAROLD BOHN
CHAIRMAN OF THE ENGLISH DEPARTMENT
MONTCLAIR STATE COLLEGE

In speaking of Montclair's intellectual future, one ought always to begin with the past, especially one who remembers that past vividly, even though it is not possible to step in the same stream twice, or even once, as some insist. Nevertheless, it is alway pleasant to wander along the banks of that stream. To long for the past is to waste time in day-dreaming, but to let the past become a beacon for the future is another matter.

Those alumni who were here in the thirties will remember well that the beginning of the College could be summed up in one word—excellence. Montclair was concerned about standards and applied them to every phase of activity—the faculty, the student body of both the College and the College High School, the curriculum, the teaching, the foreign exchange program for both students and faculty, the co-curricular program, especially the events surrounding commencement. I remember particularly the students' eagerness not only to meet faculty standards but also to set their own, because they knew that they were helping to establish a college's reputation. I think that I am not exaggerating when I record that the whole atmosphere was characterized by excitement which was contagious. To this day, a vibration comes with the names of faculty who spurred the whole enterprise forward—Harry A. Sprague, John C. Stone, John G. Flowers, Edward H. Webster, Margaret B. Holz, Roy W. Hatch, Caroline Zachary, Zaidee Brown, and a host of others. Fortunately, most fortunately, although most of these people have long since left us, Montclair has been characterized by their spirit down through the years and still is. Although everything is different now from what it was then, Montclair is still a place of

great spirit—a place with a sense of destiny, a place with a desire to be creative, at times almost feverishly so, a place with a feeling for human hopes and aspirations, a place with a great urge to utilize individual endowments to create the kind of world that will permit all men to rise to the full stature of their dignity. In short, it is still a college with individuality and personality.

As a professional college, Montclair created and pursued a liberal arts curriculum, maintaining that command of subject-matter, inspiration of knowing many things well, and some one thing very well, plus enrichment of the whole through life's many contacts, provided solid foundation for almost any vocation, but especially for teaching. The program accomplished just that, for although the majority of students became teachers and educators of distinction, many went into other professions where they have performed also with distinction. Hundreds, going on into graduate work in universities throughout the United States and some in Europe, found pride in their preparation at Montclair which enabled them to compete well with other graduate students. For the most part, the record is great. Does it have any meaning for the future? Yes, I think so.

Liberal arts is no new term or idea at Montclair. It has long motivated faculty and students. It is merely being implemented differently now. Whereas originally the curriculum was largely prescribed, it is now liberalized, so that a student, having a wide choice of electives in both his major and whatever areas he may be interested in, may determine a program to help him carve out a career.

To implement this liberalizing of curriculum, many changes have been made, are being made, and will continue to be made. What has happened in three departments will illustrate the trend. What the alumni have known as the Department of Science has now ceased to exist as a name, for in contemporary life that department is so strategic demanding such concentration that it has been divided into three departments: Biology, Chemistry, and Physics. Similarly, the former Department of Social Studies is being divided, emphasizing parts as they have never been before. For example, a new curriculum in Sociology will permit Montclair students majoring in this field to continue their interest into graduate study, confident that they can compete successfully with the best sociology majors anywhere. A very forward-looking program in Transcultural Studies has been approved by the Liberal Arts Committee, permitting students to develop a co-ordination of courses in Anthropology, Geography, and History. The objective is to give the student as much of a world-view as possible. One hardly needs to comment on the importance of such an objective as a college tries to prepare students for the future. The Department of English has created a whole new curriculum, imposing upon those who wish to major in English only seven required courses—only three prescribed and four with a choice among ten courses. Courses in other subject-matter areas which will enrich English are called to the English major's attention as possible choices for his rather large complement of free electives. The result is that much of the junior and senior years is a program of electives, permitting the student to choose courses to shape a career in terms of what he perceives will best suit his individual interests and abilities.

As, no doubt, some of you already know, new departments have been instituted to afford students a wider range of interest than has been possible heretofore; at the moment, they are Psychology, Philosophy and Religion with others to come.

As a whole new program of Transcultural Studies has been proposed by one department, so there is a crossing of lines from department to department with common interests. Such cross-fertilization becomes a "school" to give cohesion to the program. A School for the Arts comprised of the Departments of Music, Fine Arts, and Speech Arts has just been approved by the Board of Trustees. Beyond a doubt, the future will see more of the results of such vision, for all earnest students soon recognize that no longer can one major exclusively in one area; a concatenation of interests always produce a more circumspective person, perhaps not unlike the ideal of the Renaissance man.

In addition to these attempts to encourage the ideal of growth and expansion, the College is not unconcerned about basic practical matters as evidenced by such programs as SPURT and TRY. The needs of the inner city in education clamor for creative thinking, planning, and action. Montclair is not unmindful of these demands. The last two years have seen a course given in the Department of English, for example, which would formerly have been deemed totally irrelevant—English as a Second Language. So important has this service become, especially in this heterogeneous Metro-

politan area, that this program will burgeon this summer in a Federal Institute, sponsored jointly by the Departments of Foreign Languages and English, for, as many of you know, the National Council of Teachers of English has long been contending that the problem of language is the key to communication which, in turn, is the key to satisfactory learning for many students.

You can see from this one activity that although the College is totally a liberal arts college, teacher preparation is still an important part of its multipurpose future. As a Liberal Arts Committee has been working diligently during the last three years to develop a cogent program of liberal arts, so a Resource Committee on Teacher Education has been working just as diligently to keep high the standards of this professional service which has given Montclair the distinctive, perhaps even glorious, reputation which it has enjoyed for almost half a century.

I cannot bring this review to a close without some mention of the passing of College High School. For me, who have given forty years of my life to this inspiring part of the College's history, this is a sad, sad experience. At moments, I could almost let myself react like a MacDuff, but the "blood and judgment," here as elsewhere, must be "so well commingled," as Hamlet tells Horatio, "that they are not a pipe for fortune's finger to sound what stop she please." Those of you who have been privileged to visit the new, stunninglybeautiful Coventry Cathedral, will remember what is engraved in bronze letters in the stone floor over which one walks as he enters the new cathedral from the war-gutted, old cathedral: "To the glory of God this cathedral burnt." Great lesson in paradox, is it not? Sometimes, the past, no matter how glorious, must be sacrificed to permit the more glorious future to emerge. Mythology has a symbol for the process—the phoenix, and fairy lore, taking probably many of us back to earliest childhood, has another—Puss in Boots. Fortunate is the man, is the society, that recognizes the importance of being able to accept change—change of course, that promises, and may even implement, progress. Such flexibility is probably the best index of our cultural intelligence.

Another aspect of the practical in intellectual results must receive attention—the library. As Montclair looks forward to an expanded undergraduate program, it also looks forward to an expanded graduate program, even to the doctorate. Although such a prospect may make one giddy, it may be more real than one suspects. Since it may be, the event is being anticipated, and the prospect deserves another whole article, as the whole question of faculty alone suggests. At any rate, library facilities will loom large in any such considerations. Consequently, much work is being done to upgrade the resources of the College library. Collections are being examined, and large sums are being spent to enrich them. Individual departments, like English, for example, are creating departmental libraries of reference, as student-teacher conferences become increasingly important. To satisfy this demand, more and more individual faculty offices are being demanded and supplied.

Yet another practical aspect of the curriculum to encourage individual development and growth is the provision for seminars and independent study. In English, for example, a seminar is provided for each of the five areas of the English curriculum in which a student majoring in English may develop a special interest. All such work will stimulate intellectual growth as the student will have more direct contact with the professor than in the classroom.

One thing more. I sincerely hope that this brief glimpse into the future via a past of great distinction and a present that is trying with great dedication to anticipate the future, has inspired you with confidence in the changes which turbulent times have brought to your Alma Mater. But yours is even a greater role than mere faith in a college's resilience. Whatever idealism is involved can become a productive reality only if there are people who are willing to work at it, and people means not only faculty but students also. Over the years, the College has been fortunate in attracting, for the most part, able students, some of them very able. Now, there is the danger that a liberal program might attract students who will take advantage of it, wanting the easiest way to obtain a degree. There are always some such people, with whom a faculty must struggle, and they might increase as the pressure for higher education mounts. Unless the College continues to attract competent students to dream and labor as students have done in the past, the mediocrity we all dread might well be the sum-total of our efforts at prophecy. How are promising students attracted? Partly, through the reputation of the College, as a good faculty supports and maintains a stimulating program with high standards, but mostly, I feel, through good students. And here's where Alumni enter the picture. How well do you publicize your College,



Dr. Harold C. Bohn is indeed a man for all seasons!

especially those of you who are teaching in secondary schools? As I see the intellectual future of Montclair, "looking before and after," I can see only a bright future beckoning all who are willing to climb to yet greater heights. I myself remind myself often of those lines from Maxwell Anderson's Preface to *Winterset* which seem quite appropriate at this moment; indeed, at all moments:

"We shall not always be what we are now, but what we are to become depends on what we dream and desire."

[*Dreaming and desiring can be thrilling business.*]

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and community means: freedom—to become what we are.
and community means: we see everything in someone and someone in everything.
and community means: watch that generalization.
and community means: I learn to know myself, by observing how others act.
and community means: I learn to know others, by looking into my own heart.
and community means: things may happen around you; things may happen to you, but the only things that really count are the things that happen in you.
and community means: community is an inside job.
and community means: I help you to solve your problem.
and community means: attention, care, guarding needing to be needed.
and community means: doubling our joy and dividing our grief.
and community means: people are waiting for you and me, and we let them know we know it.

"See, I set before you this day life and good. . . ."

There is one God and He created everything good. It is our job to make it better. Harvey Cox said once: "Not to decide is to decide." Start smiling, and enjoy the miracle of N-O-W.

How Far to What Goals Have

by
GEORGE E. HARRISTON, '49
JAMES CALDWELL HIGH SCHOOL
CALDWELL, NEW JERSEY



I had thought that this article should be prefaced with a statement that the remarks I shall make do not always apply directly to the school system in which I teach. But if one is to write an honest and I hope sincere appraisal of a situation, then I think he must proceed with the attitude that those who take time to read his effort will see that it deals with the profession as a whole and has no true regional slant. There have been many opportunities during the past several months for me to speak with teachers from almost every part of our nation and what I say here has significance beyond the confines of the state of New Jersey. However, I realize that when one places himself on the firing line, voluntarily, he must be prepared to endure the consequences without asking for quarter, especially if he is prepared to give none!

There was a time, not very long ago, when I despaired of ever earning a salary in teaching which I felt was commensurate with the training, labor, enthusiasm and devotion which I, as well as many other teachers brought to our calling. Indeed, "The times they are achanging," and although we have progressed some distance financially, there is still a difficult way to go. However, call it wishful thinking or whatever you will, I do envision a day when we teachers in this country can stand financially proud beside other professional people.

Perhaps I have been, and still am, the incurable dreamer. But it is vitally necessary for me to dream of a day, soon to come, when all the energies and anquish which we have been *forced* to devote to this seemingly endless struggle for money, can be channeled into other areas. There is much that is wrong with our lives as teachers beyond the poor financial rewards, and I fear that unless we face and handle these problems squarely and honestly, we may end up with only salary victories and still be far from gaining the other benefits of true professionals.

I had the pleasant opportunity recently to give some talks to classes of prospective teachers at the University of Minnesota. I stood before groups of bright, enthusiastic and attractive young people who were vitally concerned with what teaching was really like—something which no education course or textbook can or has ever adequately revealed. I could not help wondering how many of them would be concerned with aspects of the profession beyond salaries, hours and vacations. It is gratifying to say that many of their questions convinced me that they are intensely concerned with the professional integrity of the teacher. I think they are braver and more honest than my generation, and the nation is going to be hard pressed to put them off with anything short of true professional status.

I have discovered in the past several months, that taking a leave of absence from teaching can be a dangerous thing. One has the chance at last to look at his career in teaching with what is akin to cold detachment. Fortunately, if he truly loves teaching, he remembers some things with fondness; the children, the professional relationships

Professionalism?
We Beyond Salaries?

and the joy of feeling that sometimes he did contribute something to the progress of learning and growing. At the same time, however, he is aware of what he does not miss, and what he finds difficult to go back and face again. And these are the things which he finally realizes *must* receive attention and *must* be faced, fought and *eliminated*.

So often have we as teachers felt like "beggars at the gate" that we have on too many embarrassing occasions accepted the scraps which the community tossed us, and with humble gratitude we have gone back to our classrooms, hardly richer in money or in respect for our own professional integrity. If extra duties have been heaped upon us, we have accepted the ridiculous philosophy that we had to pay for the scraps. And thus we have convinced the public that we, ourselves, feel that we have not done enough, that they are right, and so we must continually prove that we are not really worth the munificent salaries we receive. We must not and cannot continue to perpetrate this degrading situation.

If we are professional people, and if we feel proud of our ability and accomplishments, then we must indicate in no uncertain terms that we do not feel inferior to the lawyer, the doctor, the dentist or the engineer. Even when we say that we feel as professionally proud as these others, we are at the same time willing to accept the most unprofessional duties and docilely take on humiliating burdens which no other professional person would for one second dream of assuming. Is it the duty of a teacher (and I use the word teacher in the proudest sense) to patrol lavatories, endure the frustration of acting as babysitter to a group of youngsters in a study hall, to act as guard, janitor and busboy in a school cafeteria, all the while dissipating the energies which he might use in teaching? Or do we view these things as, "part of the job?" If we do, this article should end here, or perhaps never have been begun. For unless we view the above humiliations as anathema to a professional group, then we shall always have them with us, and we will continue to convince the public that it is humility and not pride which keeps us in teaching.

I am very much aware of the question which many of the above remarks evoke in the minds of many who may read this article. Who is to do these things if we don't? Where is the money to come from? My answers are brief. In fact, they are not answers but question . Does the doctor concern himself with where the hospital gets orderlies and how they are paid? Does the lawyer do his own typing and filing because he feels it is his duty to save the firm from spending money which is necessary for its operation? Are these truly the concerns of the professional, or should they be left to the people whose duty it is to "run the business" efficiently? Is our fundamental concern teaching children or occupying our minds with solving managerial and staffing problems for which administrators are paid far more than we to handle?

I have very little to say to those people who would rather patrol a cafeteria, or control a study hall (in most cases a farcical term) than teach a class. For these I can have no respect. These are the people who are evidently in teaching for some reason that has nothing to do with anything remotely related to a professional stance. These are the people who will accept all additional non-professional duties with a smile, who feel that just being employed, under no matter what conditions, is the all of it. But teachers, just as pioneering medical men and injustice fighting lawyers, must be brave also, and we are never going to avoid frustration and disillusionment unless we begin soon to say "NO!" whenever we feel that our integrity and professional pride are at stake.

It is difficult to write an article of this type without running the risk of seeming completely sour. However, on closer look, one should see beneath this apparent sourness. The truth is that were teaching not so much a part of my way of life and were young people not so vital to my exist-

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Every Poem is An Epitaph

by
MICHAEL F. X. GRIECO

As they sat on the rocks in the snow
What was it that came falling on them
With the powdered soft flakes in the cold
And his arm around her? He saw then
Her tears mix with the snow that turned gray
Her dark lashes and silvered her hair.
Was she thinking of that first Fall day
When love fell like red leaves from the air?

She always felt it first and knew why—
But he thought they could win against all
Odds. She quietly restrained a sigh
And committed their fate to the Fall.
He remembered the scene of the bark
On the grass when the lightning had flashed.
The trees emptied brown leaves in the dark,
Waxed leaves wreathing the bark on the grass.

It was not before Spring that he first
In a daring mood tried touching hands
As they walked along after the burst
Of flushed rain. She remembered his hands
When he held them before him that she
Might feel awkward with hers dangling down.
She pretended that she did not see—
Her spirit resented being bound.

With the sound of the waves he awoke
And he saw her knee-deep in the sea.
She was much too fragile to be free.
It was Summer that beat them and God!
They threw down in anger all the bars.
He refused to say they were in love
But they had to fall to touch the stars.
This is what she had feared in years past
A sudden quick burning—then the close.
He would never have thought it could last;
It was kinder that way he supposed.

Not this way huddled like two bundles
Of clothes left by mistake in the wood . . . .
Her tears fell into small blank puddles.
(They were moral and tried to be good.)
As they sat on the rocks in the snow
Many seasons had buried them deep.
She asked him, "Hold me as you used to."
Before them in the night that long sleep.

The Ballad of a Leaf

by
MICHAEL F. X. GRIECO

The starched and frozen leaf hangs low
From the wrought-iron tree
The sweeping wind and shroud-like snow
Are calling the leaf home.
The other leaves have left their trees
They did not find the fight
Fair. They must warm fig trees and weeds
Alike. You must fall too.
The hail and rain and snow will force
Your flat brown body down.
And none will show token remorse
For your brave grave struggle.
Even if the hail took pity,
Preserved you in a coat
Of mail and you wept—"Victory!"
Pyrrhus was there before.
A child may pick you to suck on
Or perhaps one stronger
Will skid you along an ice pond.
The sun will melt your coat.
If you outlasted all of these
Forces, Spring would destroy
Your paper-thin corpse with ease
To make a green plump bud.

Continued from Page 17

ence and the existences of many fine teachers, I would not even attempt one word on the subject. I would rather be respected and loved by my students than by my principal, superintendent or board of education. It is the children that it is all about, after all, and anything which prevents me from giving them the utmost of what I have to give cannot be tolerated. Thus, there is more of love than bitterness here, and it is my sincere conviction that elevating our positions as teachers beyond the monetary will bring benefits of immense worth to us, our students and our communities.

A Special Report

Who's in Charge?

Trustees . . . presidents . . . faculty . . . students, past and present: who governs this society that we call 'the academic community'?

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

▶ Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

▶ "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

▶ "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

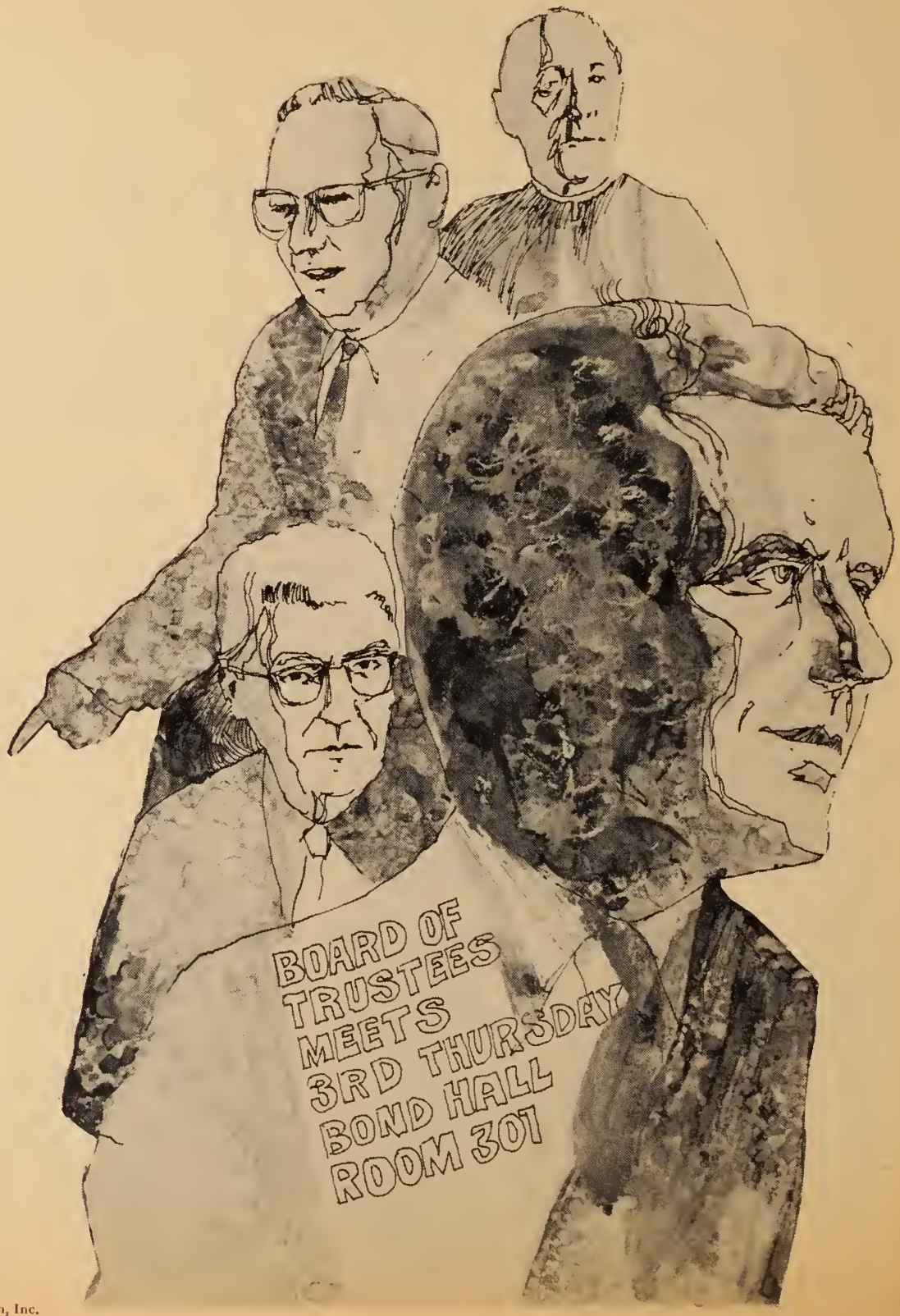
Who's in charge there?

Who's in Charge—I

The Trustees

BY THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,



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"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

▶ At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

▶ On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

▶ At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 laymen) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

▶ A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

HOW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education's trustees often is misinterpreted and misunderstood

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

As a result, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

Who's in charge? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

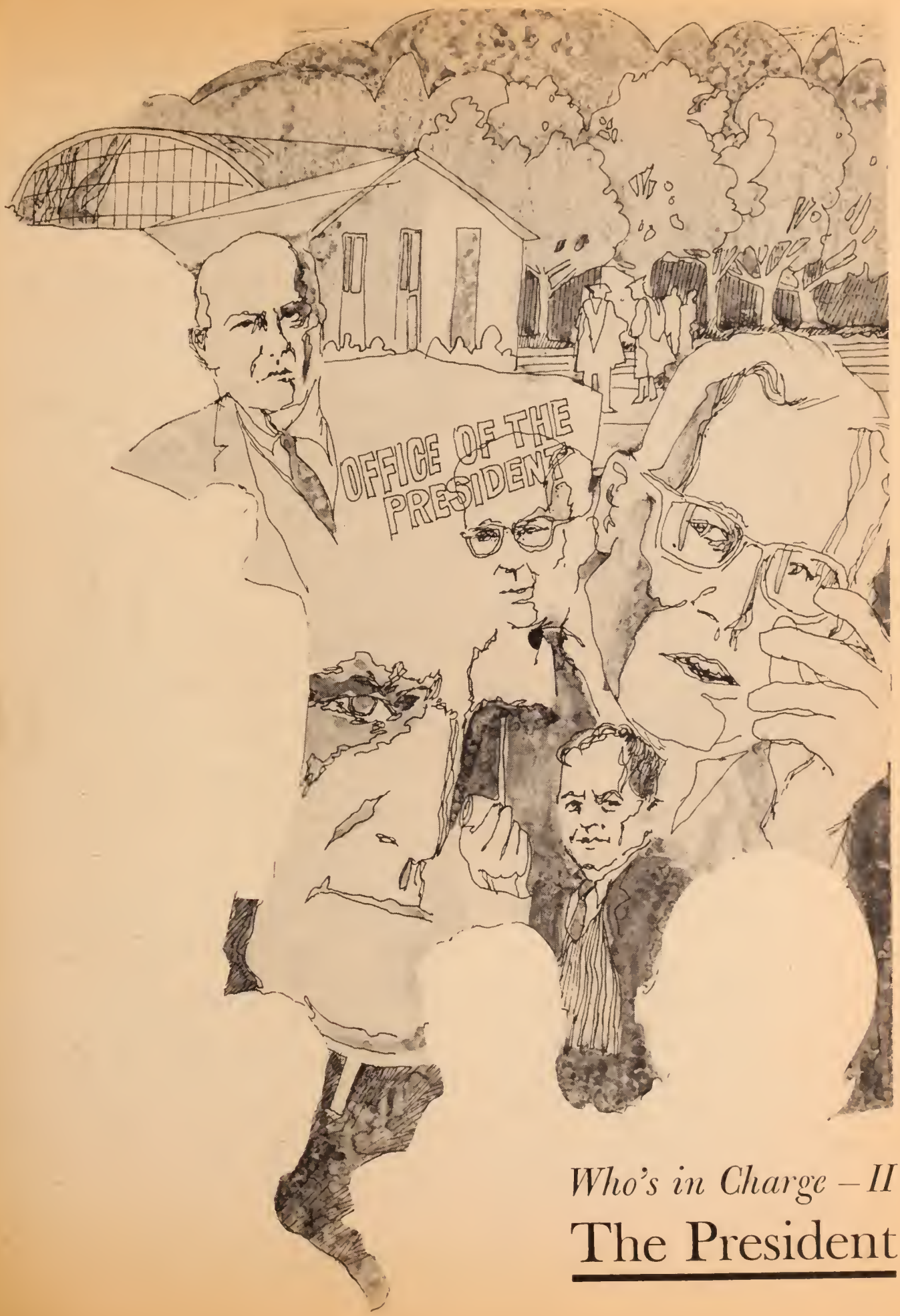
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



Who's in Charge – II

The President

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa, whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations . . . ."

WHO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

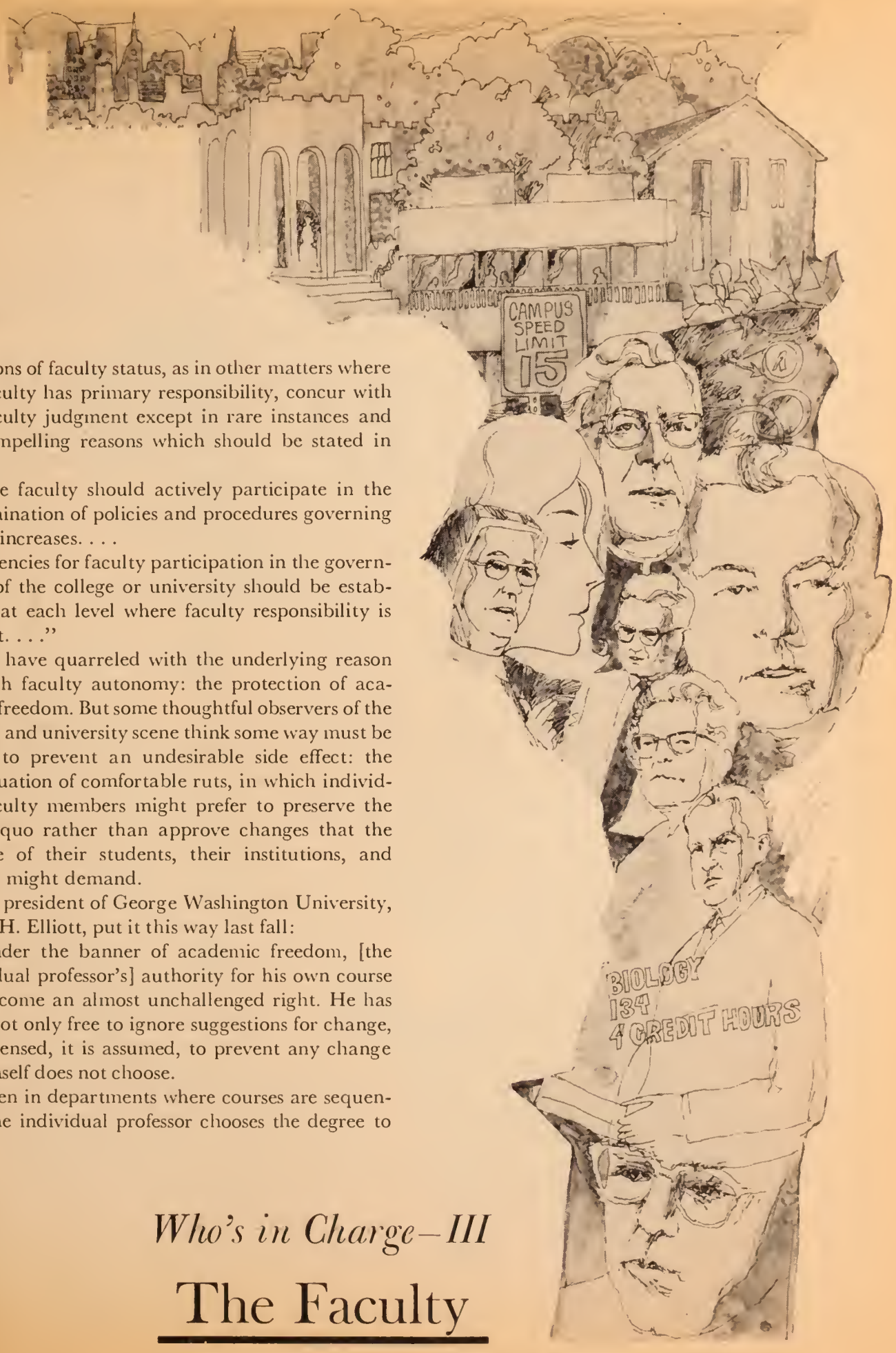
A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on



questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to

Who's in Charge—III

The Faculty

Who's in Charge—IV

The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

ANOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

YET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

WHO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

AT THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of SDS is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of SDS at Columbia, Mark Rudd, in what was a fairly representative statement of the SDS attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an SDS member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The SDS was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the SDS phenomenon agrees its members are highly idealistic and very bright. Their idealism has

'Student power' has many meanings, as the young seek a role in college governance



Attached to a college (intellectually,

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most SDS members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of SDS—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the SDS view of the future. "We can't explain what form the society will take after the revolution," a member will say. "We'll just have to wait and see how it develops."

In recent months the SDS outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from SDS headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that SDS, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

FAR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members "moderates," not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

"The moderate student says, 'We'll go on strike, rather than burn the buildings down.' "

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of "student power" and works at it: more student participation in the decision-making at the country's colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the

emotionally) and detached (physically), alumni can be a great and healthy force

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a $315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

▶ Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

▶ Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

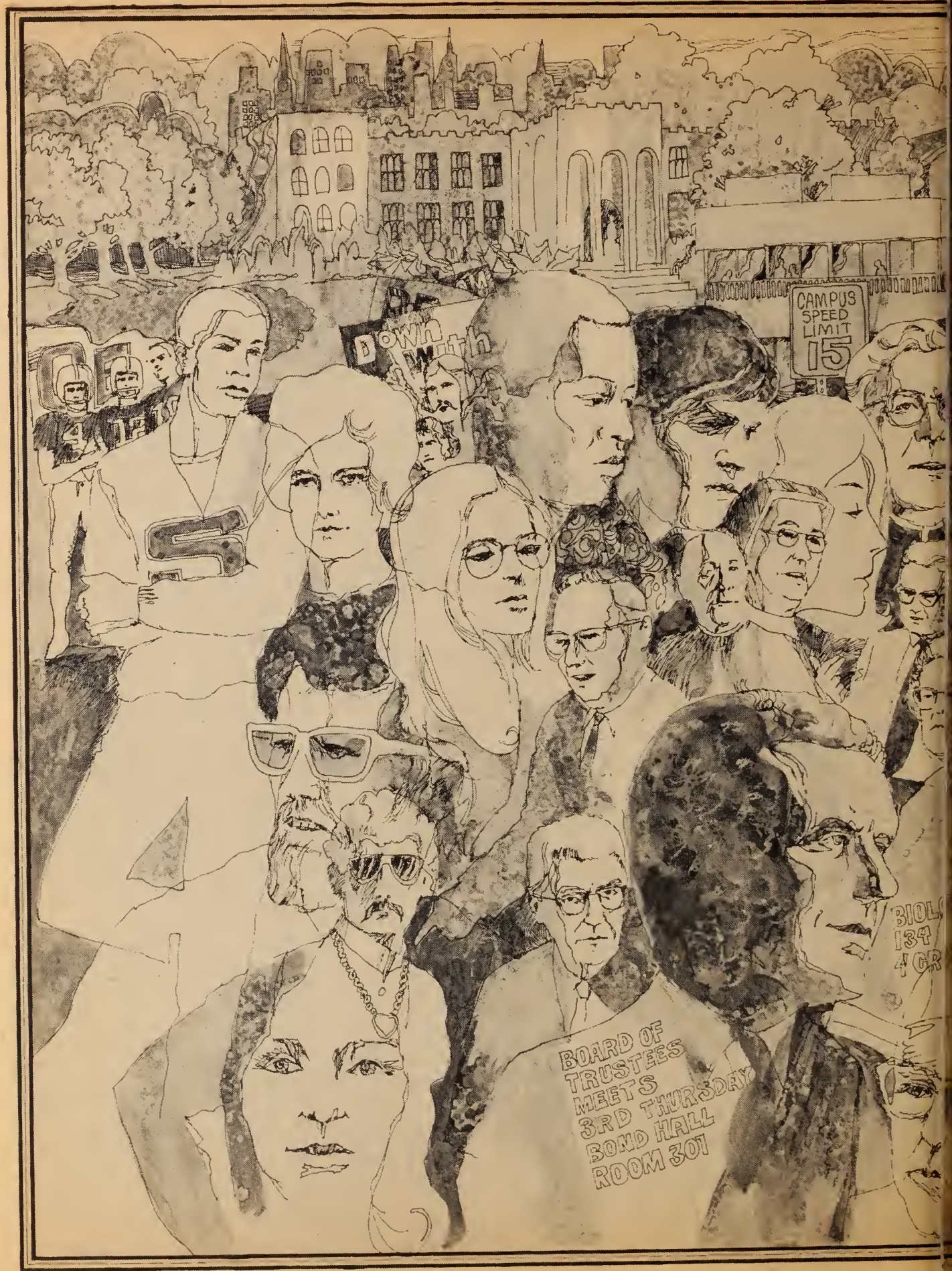
▶ Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

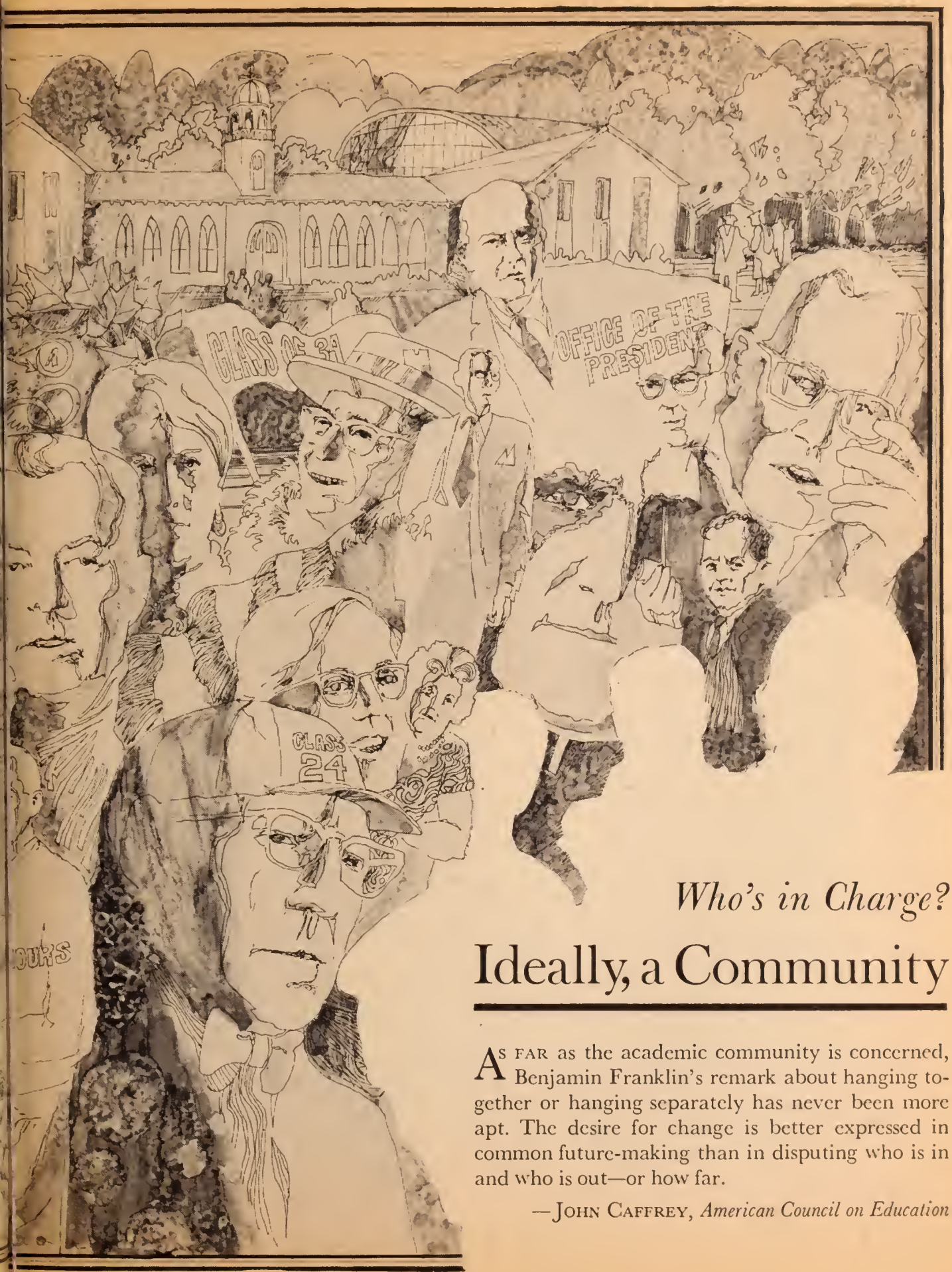
▶ The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."


CAMPUS SPEED LIMIT 15
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Who's in Charge?

Ideally, a Community

As far as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—John Caffrey, *American Council on Education*

A college or university can be governed well only by a sense of its community

WHO'S IN CHARGE? Trustees *and* administrators, faculty members *and* students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore "order" to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

"Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests," John W. Gardner has observed. "And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive."

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent. Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. "For many professors," said the president of Cornell University, James A. Perkins, at a convocation of alumni, "the time required to regain a sense of campus community . . . demands painful choices." But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. "If this community forgets itself and its common stake and destiny," John Caffrey has written, "there are powers outside that community who will be only too glad to step in and manage for us." Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

"This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve."

WHO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than $5-billion in tax funds for college and university operating expenses alone. This is more than three times the $1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

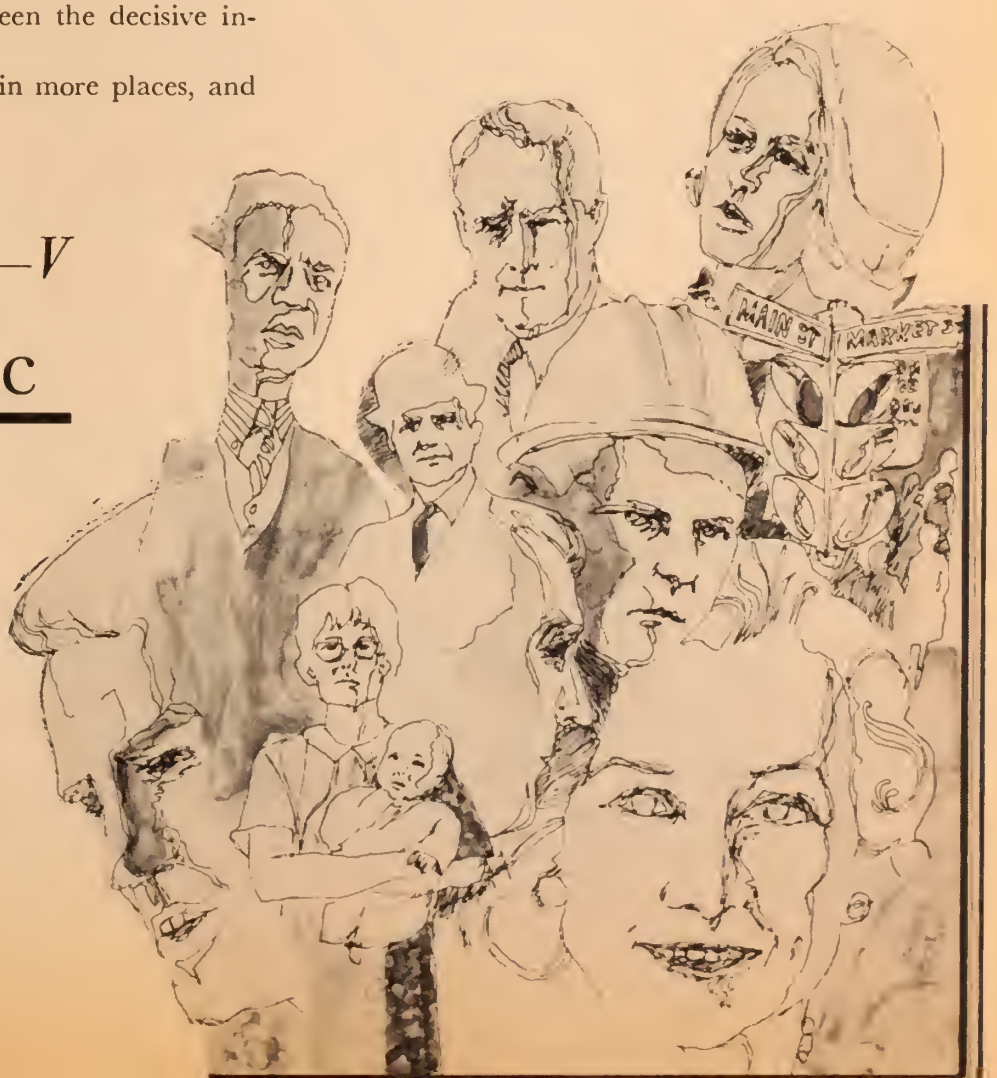
"Decisions are being made in more places, and more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

MILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

Who's in Charge—V

The Public



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

THE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in December, said that by 1976 federal support for the nation's colleges and universities must grow to $13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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Undergraduate Degree Program Offered in the Extension Division

by
MARSHALL A. BUTLER
ASSISTANT DIRECTOR OF THE EVENING DIVISION
MONTCLAIR STATE COLLEGE

As Alumni we are often made aware of the growth that has occurred in the undergraduate division of the college. However, that facet of the college—the Evening Division and Summer Session —to which we avail ourselves after graduation is generally an unknown quantity. Those who have returned are familiar with registration lines, (however, mail registration is now available and most are not faced with this experience), the large number of students on campus in the evening, and the many new educational programs now available.

Originally designed for those seeking certification and advanced study, and more recently for programs leading to a Master of Arts degree, students are now able to pursue an undergraduate degree program in the evening. In the Fall of 1967, about 300 students began study leading to degrees in the liberal arts areas of English and History. A year later, the number of students enrolled has tripled and plans are under way to expand the course curriculum offerings.

These part-time programs have attracted a diversified student body, consisting of persons of all ages and backgrounds. There are adults, housewives and business people, who have long desired further education and the opportunity to exchange ideas. Among the younger students, we have returning servicemen and students who welcome the opportunity to prove themselves, each with aspirations of transferring to a full-time program. Others not desiring to make the committment to full time study are seeking a degree through this evening program.

Initial reaction to the program has been one of optimism and enthusiasm by both the students and faculty. Most courses have been taught by regular faculty, thus insuring the retention of the standards of full-time instruction. While the selection of courses has been limited, new and expanding offerings will provide many new experiences and opportunities.

Once a relatively small part of the college serving a few hundred students, it is anticipated that enrollment in the Evening Division for the Spring 1969 will exceed 4,000 students, an increase of 98% in the last five years. Under the direction of Robert E. MacVane, the Evening Division, originally Parttime and Extension, has expanded to the point where six professional staff members and six secretaries are required to provide all the necessary services.

Almost one third of those registered each semester are matriculated graduate students in one of the following programs:

Administration and Supervision
Business Education
Distributive Education
English
Fine Arts
Foreign Languages (French and Spanish)
Health Education
Home Economics
Industrial Education and Technology
Mathematics
Music
Outdoor Education and Conservation
Physical Education
Psychology
Pure and Applied Mathematics
Reading
Science
Social Sciences
Speech Arts
Speech Therapy
Student Personnel Services including School Social Work (Visiting Teacher)

As you may have noted, the graduate programs also include some non-teacher education studies, and plans for increased offerings in the liberal arts are near completion.

For those seeking their initial certification or advanced certification in other fields, this Division provides the counseling and course work to meet most of these needs.

Another ever increasing need being met by this Division of the College is in the area of in-service education. At the request of a school district, courses are arranged within that district to provide instruction by college faculty in special fields of need or concern.

In addition to the September to June activities, the entire summer program, an important aspect of the College program, is a function of this office.

The Classical Dance of India

by
SHAHLA ANAND
ASSISTANT PROFESSOR

Legend points that Natraja, the dancing Shiva, learned cosmic rhythm from Brahma, the primordial soul and creator. In the excellence and the interplay of movements, Shiva perfected the dance, and became the Cosmic Dancer, signified by his name, Natraja, the king of actors and dancers. Since the Vedic times the Natraja and his devotees, the male Ghandarvas and the female Aspa-



ANAND SHAHLA, Assistant Professor II/Instructor—English B.A., Lucknow University; M.A., Agra University; M.A., Columbia. Mrs. Anand was a lecturer in English literature in her native country, India, at Delhi, Calcutta, and Amritsar. She has also done social service work in Canada, Paterson, and Bombay where she was the executive director of the YWCA. She has done further graduate study at Birmingham, England. Married with two children. Husband is an Episcopal Bishop.

ras, have dominated the arts throughout India. This is evident in the old frescoes and temple carvings and the images of the dancing gods and goddesses of the Hindu pantheon. Today the image of the dancing Shiva, in a pose of dynamic and triumphant rhythm and enshrined in a halo of flames, is the symbol of the four schools of classical Indian dance.

The mythical aspect of the dance aside, the Indian people have enjoyed the rhythm of movement in nature and tried to mimic its graceful harmony. Creatures like the peacock dancing to the monsoon clouds, the elephant to please his reluctant mate in early spring, the cobra dancing the "dance macabre" to the flute, the bear lumbering heavily to the drum, have inspired man to create varied dance forms and incorporate them in the dance drama. The dance has been a favourite theme of poets and dramatists, artists and scholars since the Vedic times. The Rig Veda refers to dawn as a "richly dressed dancer." But the earliest thesis on the dance and the dramatic arts and music, the *Natya Shastra* by Bharat Muni appeared in the second century A.D. Bharat Muni states that the dance and drama evolved because of man's demand for entertainment; the kind of entertainment which would rise above the barriers of caste and be acceptable to all. Brahma, pleased with this humane desire, inspired man to create this art form, and let him delve into the four great Vedas of the B.Cs. for themes and historical background, lyrics and expressions. Bharat Muni points out that because Brahma helped man, the performing arts are irrevocably bound with religion, and embody religious ritual and thought as well as aesthetic perception. It is true that the dance in India is essentially devotional. Like the classical epic the dances of the South and Bengal start with an invocation to the deity, an act of praise and thanksgiving, and then break into the story they tell or the thoughts they express.

India today has four schools of classical dancing; two are linked with the North, the Kathak and the Manipuri, and two with the South, the Kathakali and Bharat Natyam.

Kathakali is a dance narrative (katha = a story, kali > a play) from the southernmost part of India, the Kerala State of the west coast. It is an interpretive narrative with an all male cast, and displays a great deal of vigour in movement. The training period starts early and requires rigorous practice for a period of at least seven years. Each muscle of the body is so toned by continuous exercise and massage, that the artist maintains perfect co-ordination of facial expressions, using the eye, the eyebrow and the mouth; and the hand, the body and leg movements.

The dance drama is usually enacted on an improvised stage in the village, and continues for several days at a time. Like the ancient Greek audience, the spectators are familiar with the stories and expectantly watch the unfolding of each episode. The themes are generally based on the two ancient epics, the Mahabharata and the Ramayana, but at times anecdotes of topical interest are brought in to make the stories more meaningful for the audience. The costumes are rich and colourful. The elaborate make up camouflages the face of the dancer and is worn like a mask. The colours of the make-up depict the character of the actors. Red stands for anger and passion; purple and black for depravity; blue, green and yellow for nobility. These dances are accompanied by an orchestra and singers who narrate the story.

Bharat Natyam, a solo performance, belongs to the great temples of the South, the Tamilnad. To the Indian mind, the Bharat Natyam is the purest form of art, for in the rhythm of dance it combines poetry and music, the visual and the spiritual, the tangible and the intangible. The dancer reflects the poses frozen in stone in the ancient sculptures. The training for it is hard and rigorous, as the basic steps alone are 120 in number. The teachers of Bharat Natyam are well versed in the Hindu Scriptures as well as the art forms, and are usually men, though the dancers are women. The profession of the dancer as well as of the dance teacher, till lately, was hereditary, but now the Bharat Natyam, a well loved dance form, is coveted by girls all over the country. The moods expressed by the dancer in Bharat Natyam vary from wonder, fear, anger, disgust, scorn, eroticism, pathos to joy and peace, and accompany the narration in gesture, movement and expression. The jewelry and costumes worn by the dancer vie with the best in India.

The Kathak, a much later art form, belongs primarily to the Muslim Mughal Court of North India. It is almost acrobatic in its intricate rhythm and movement. The sudden though well rehearsed halts and pauses, and the staccato movements to the beat of the "tal" (the vocal rhythm) and the "table" (the drums) appeal to the intellect rather than the emotions. The foot work, often fast and complicated, complements the drum, and the stops and starts catapult the spectator into changing patterns. The Kathak dancers are especially chosen for their grace, beauty and charm.

Manipuri, a group dance of the eastern Himalayas, rehearses the much loved story of the god Krishna and the milkmaids. Less intricate than the first three, it is the most graceful and lyrical. Like the other three classical dances, it is danced to the accompaniment of the drums and musical instruments, but the Manipuri dance alone captures the fluidity of air and water, the colours of dawn and sunset, the undulating beauty of the lower spurs of the Himalayas and the distant snow-capped peaks. It too is performed as an act of devotion, but in a lighter vein, as it captures the playfulness of Krishna and the maidens. The Manipuri dance is the essence of life, the joy of creativity.

Indian dancing is closely linked with Indian literature, and like it emphasizes an unbroken and creative continuity from intuition to expression. As literature, each school of dancing reflects its domicile, its cultural heritage and tradition, and yet is universal in its appeal. The Indian classical dance speaks in the universal language of lyrical rhythm and eloquent movement. It lays bare the innermost reaches of the soul as it purifies the mind.

Mrs. Anand recommends as one of the best sources of supplementary information the book, "The Dance of India," by Projesh Banerjee.

Montclair – Chico State

DR. GEORGE G. KING
COORDINATOR OF URBAN PROGRAMS
MONTCLAIR STATE COLLEGE

Imagine four Montclair coeds buying an old Chevy for $50.00, fixing it up as a project in Auto Shop and touring to such far away places as Disneyland and Tijuana. That's exactly what happened to one group of New Jersey girls who spent their junior year in California as part of a unique exchange program.

In early September, 1961, three coeds from Montclair State College set out on a bus trip across the country. Their destination was Chico, California where they were planning to spend their junior year in Chico State College as the first participants in a unique student exchange program. In that first year, no western students came east from Chico, but in each of the succeeding Septembers, students from both colleges have started what has proved to be a most important year of their young lives.

From this modest beginning, the Chico-Montclair Student Exchange Program has grown so that with over 30 participants this year, the total number of exchange students is over 111.

Originally begun to combat a strong tendency toward provincialism caused by the lack of out-of-state students at Montclair, the program also has provided over sixty New Jersey young men and women with an experience they might otherwise have been denied. Typically, the New Jerseyans who have made the exchange year in Chico have been students whose financial resources would have prevented an out-of-state experience. To facilitate the program, a special act of the State Legislature in California has eliminated the out-of-state tuition fee of $720.00 for our exchange students. Similarly, California students attending Montclair State College pay the same fees as New Jersey residents. The principal additional cost for the year away has been for travel.

In typical American fashion, students have found almost every conceivable way to meet and/or beat the travel expenses. The first group went by cross-country bus. Others have flown, driven, hitchhiked, used the railroads, and several combinations of these. In 1964, three girls camped their way across the nation in a used car which one of them bought especially for the trip. The "Green Hornet" saw them through the college year in California, a year in which they toured the entire length of the west coast. It remained in California when its owner accepted a counseling position in a Campfire Girl's summer camp; then became part of her dowry when she accepted the proposal of a Chico graduate, married, and settled permanently in the Golden State.

It is difficult to measure the influence of these past five years of the program since so many of the changes have been wrought in the individual students involved. Almost universally, however, a degree of healthy independence and deserved confidence have been among the outcomes. One student wrote, after a month at Chico, "My mother bet me I wouldn't even be able to take care of my laundry." She added, "at home, she wouldn't *let* me take care of it." Another, a girl who said she'd never been more than 200 miles from her California home said, "Now I've been some place and for the first time I feel I know what I want in life." A number of the early exchangers are now married. The mother of







Exchange Proves Rewarding

one, a member of the original trio, has volunteered that the year in California did more to prepare her daughter for running her own home than any other experience in her life. At least half a dozen of the group found their life's mates during the exchange year. So far, however, the lure of the west has caused most of the married couples to settle in California.

Travel during the school year has been a vital part of each student's experience. Again, ingenuity has been the password. One boy from Chico used the "$99 for 99 days" special Greyhound trip plan to travel home for the Christmas holidays in 1963 —via Miami. This same young man, whose major interest was in history, reported that he was questioned by police in Boston while reading inscriptions on statues in the historically famous Boston Commons at midnight by the light of a pocket flashlight while he was between buses on a trip to Quebec.

The taste for travel has sometimes rubbed off on friends of the visitors. A Chico coed, in a recorded message for those who would follow her in the program said—"I have found that many times the mere suggestion of a trip to a New Jersey friend would generate enough interest for that friend to find another with a car who would be willing to put it to good use." She added that she always kept a clean pair of pajamas and a toothbrush ready to go whenever her hint was successful. She advised others to do the same. Another veteran of the year on the West coast advised those who followed to, "do your vacation hinting early". Many have returned to their home states with a determination to see all the things they had missed before they learned to travel.

Several students have used their temporary base as a jumping off place to travel to parts of the world they would probably not have been able to afford except for being 3,000 miles nearer their point of interest. Some of the Jersey youngsters have visited Hawaii, a comparatively short plane hop from California. A couple of the Californians destined for New Jersey have made the trip via a student tour of Europe and saved the price of the trip across the U.S.A.

Chico State College, with 8,000 students, a multi-purpose institution, offers nearly sixty major programs and a wide variety of courses not available at Montclair. Chico students find in their year at Montclair that the heavy emphasis on the teacher education program provides them with an opportunity to study in areas that are not offered at Chico. Although exchange students at both institutions agree that Chico State has a more relaxed and social atmosphere than Montclair State College, there has been little difference in the grades earned by either group during the exchange year.

Montclair has been, because of its proximity to New York City and the North Jersey metropolitan area, a veritable haven for Californians interested in one or more of its many fine art and other cultural activities. Chico State College, nestling at the very northern tip of the Sacramento valley, is several hours drive from Oakland or San Francisco. Finding themselves 30 minutes by public transportation from the New York theatre district has enabled some of the visitors to see almost a play a week. One Californian, through auspices of a Montclair professor, obtained a season's ticket to the Met. A lover of operas, she was able to see more in that year than in all her previous life.

Most of those visiting New Jersey have joined the trek to Florida resort spots during Easter vacation. Others have found vacation time to be an opportunity to move in with families of real "easterners."







Benefits to individuals have not been limited to travel, gaining independence and occasionally finding a husband or wife. One young man from Montclair has apparently found a whole new career as a result of his year at Chico. This student, a math education major, went with the '64 exchange group to Chico. An active amateur photographer, he took many reels of movie film recording his trip across the country, his experience at Chico, and his travels around California. During the summer after his return, he edited the film, added a sound strip of commentary and music and presented the results to the Montclair students heading for Chico in '65. The quality of the film was such that college officials who saw the movie commissioned him to make a similar film about Montclair State College for use in orientation and recruiting programs. As a result of these efforts, this Montclair State College graduate is now studying at the University of Indiana nearing his Doctorate in Audio-Visual Aids.

Some of the intangible but certain benefits of the exchange program have accrued to persons who did not make the trip at all. Each year, increasing numbers of home bodies make long-lasting friendships with students they'd never have met. Exchange students have been used as guest lecturers in appropriate college classes. Students who have interest in the program, but for whatever reason cannot make the cross-country exchange, serve as hosts and hostesses for the visitors enriching their lives and the lives of their families immeasurably. Some parents have used the excuse of a son or daughter on the opposite coast to make long cherished dreams of their own cross-country tour come true. The first president of a student exchange club formed on the campus was a girl who had no plans to exchange herself, but wanted to help others to do so. Student Government Organizations on both campuses have given financial support to worthy students who would not have been able to meet all expenses themselves.

At the outset of the program, it was announced that although administrative initiative was needed to get things started, student interest would have to keep going. In 1968 exchangers number ten times the original three. Nearly forty students have applied for the 1969 year at Chico. These are probably proof enough that the idea has caught on.



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Like other divisions of the college, the Summer Session enrollment has grown and is likely to exceed 3,000 students in 1969. While regular courses are a major portion of the summer program, there is an increasing number of special institutes and workshops which have enhanced the program for students and College alike. An added attraction to the summer program has been a very successful and diversified activity program to provide students with a change of pace. Some summer courses will be offered during the evening hours in an effort to meet the educational desires of those who are unable to attend during the day.

There is a continuous evaluation of our program in an effort to provide maximum educational opportunities for those who can benefit. We are particularly proud of our operation and welcome those suggestions which will allow us to help our alumni.

Try Program Responds to Urban Imperative

by
DR. GEORGE BERNSTEIN
DIRECTOR OF UNDERGRADUATE INSTRUCTION
TALENT RESEARCH FOR YOUTH PROGRAM
MONTCLAIR STATE COLLEGE

In a message aptly entitled The Urban Imperative, President Richardson referred to the Talent Research for Youth program in the Spring 1968 issue of the *Forum*. The T.R.Y. program is the beginning of one effort made by the college to face up to some of the most desperate needs of our state.

It is no mystery to the majority of our citizens that all our urban centers suffer from a complicated mass of social and economic problems. It is, perhaps, not quite so clear that one major cause is a deeply rooted and pervasive racism. These problems have been, and continue to be described and analyzed at great length. There is certainly a need for this description and analysis because without it many individuals could continue to believe that America does not have any serious social ills which demand remedying. But at the same time, there is an even more desperate need for action. What can a college such as ours do in order to contribute to the development of a society in which racism and the educational deprivation which it has fostered will be eliminated.

The social malady from which our society has suffered is manifest in the urban schools to a degree which is quite difficult for a middle-class person to appreciate. We say social ills and not strictly educational ills because what transpires in the school is to a very large extent a reflection of the situation in society at large. Many of the



George Bernstein discusses the values inherent in World Literature.



TRY assistants develop study and reading skills.

urban children go into the schools with massive social burdens on their shoulders. For example, if there is no breakfast at home in the morning because the parents simply cannot afford to provide three meals a day, then we cannot reasonably expect that the child, when going through the school doors, will be up to learning effectively. If he has been trying to sleep in an apartment in which there is little or no heat, the inadequate sleep he had will not contribute to his zeal for learning. What, for example, will happen to the student if he has been burned out of his home the previous evening? The principal of a Newark junior high school recently had the experience of two parents calling up in one day to say there had been a fire the night before and the children had no clothes. What do you think should have been done in such a situation? The students do not go into the school in the morning and separate themselves from their life outside. Society and people do not function that way. The events and situations in the school are part of his larger life, and if that larger life prevents him from enjoying minimum care, attention and respect, then the school actually carries an educational obligation which is greater than that of the relatively comfortable middle-class school.

The fact of the matter is that we have had a generation of experience to demonstrate that the vast majority of the urban public schools have not provided youth with the necessary education. To an extent, this is due to inadequate facilities. The lack of imaginative textbooks, the dismal appearance of the buildings, the paucity of audio-visual equipment—all contribute to the inner conviction of the student that no one really cares what happens to him. His judgment is far more right than wrong. There is a massive social apathy, and that apathy is rooted to a large extent in the American phenomenon of racism, in the conviction that the black and Puerto Rican student does not try or does not try hard enough. The antagonism which the black and Puerto Rican student suffers from is experienced by him in a variety of forms. In one school I visited recently, I observed a teacher drearily standing on hall duty. A couple of young teen-age girls passed by. Perhaps one of the girls had been seen once too often in the halls during class time, but the reaction of the teacher was less than understanding. He grumbled to one of them, "You're a pain in . . (pause) . . the backside." The message was clear and that unmistakable message has come across to most of the students of minority groups in the inner-city schools. They are made to feel they are unwanted, that they are biding their time, that they cannot do the work, that they have no real basis for feeling self-respect. A central question for our society is—once we consider this problem as real and not fanciful—what can be done about it?

The Talent Research for Youth program at



Controlled Reader develops reading speed and ready comprehension.

Montclair State College is one effort to see that the doors of educational opportunity are not closed forever on the youth who most need our help. What the college can provide is a college education and that is what we are aiming at.

Recruiting is an essential first step in our program. Experience in our own and other colleges has demonstrated that if the institution simply makes an announcement that it is open to students who need academic and financial assistance, the project will turn out to be, frankly speaking, a "dud." There is far more than good will and enthusiasm necessary. If there is a lack of adequate planning, the students will never reach the campus. Therefore, we have a team of TRY workers who personally go into many of the state's inner-city schools to promise the possibility of a college education to the students who would be attracted if they knew that help would be provided. A year was spent in this off-campus recruitment. In this first year of the on-campus program, we have students from Newark, Passaic, Jersey City, Paterson and other cities. We now have 63 students in the day session and another 56 in the evening division. TRY recruiting helped over 300 such youth in colleges throughout the State.

Part of the recruiting aspect is to convince the students that if they require financial aid they will receive it. Financial need of college students is a reality of life and it must be faced. One reason that many young men and women do not go to college is that they cannot afford it. One might ask—Isn't the tuition at Montclair State College low enough so that any student can afford it? The blunt answer is—no. Those of you who are concerned about how to pay for your own children's college education know that the tuition, taken with other costs, takes quite a bite out of the family income. Where would you be and what would you do if your gross family income were no more than $4,000? How would you be able to see that your sons and daughters received a college education if they wished to have one? The financial problem is a real one, and if we are to open the doors of this college and others in the state to those who have genuine financial need, then that financial need must be met with the required funding.

It would be a foolish illusion to imagine that if the T.R.Y. students did not receive the kind of education they should have gotten in the public schools that they would be able to come to the Montclair campus and immediately get into the swing of things academically. All freshmen need some kind of orientation so they are not completely lost in their first few months on campus. The T.R.Y. students must have such help as well. Beyond that, if they require special academic assistance, they must have it. We are now involved in an experimental educational program in which the T.R.Y. students are concentrating especially

hard in the fields of English and History.

The freshman English course is taught by Miss Jacqueline Baker, who has had teaching experience in both English and reading. Her experience in both areas allows for specialized teaching within the classroom, and provides for specific skills learning in the reading laboratory. The program is necessarily flexible within the classroom where basic communication (reading, writing, speaking, and listening) is the core of the program, and a deeper understanding and appreciation of literature provides the framework for discussion. This is complemented outside the classroom in the reading lab where students are scheduled for individual instruction one to four periods per week. Both experiences are developed to help the student gain better understanding and acceptance of self and the role he plays within the larger sociological context.

Students are using in class the same texts as other freshmen as well as other materials. Because most of the students are deficient in basic skills—reading, writing, study—the material is approached using specific techniques to develop these skills. The use of regular texts along with special techniques provides the student with a feeling of being part of the regular program and with a feeling of getting help in areas when they know they need assistance.

Most students are able to establish the general idea or summary of material which they have read, and many are able to recall specific details. Major weaknesses lie in the area of developing principal ideas, theses, or themes from these facts, and then when they are attained, relating specific detail to the concept. Few have developed the skill of taking this interpreted data and drawing implications from it for satisfying either personal or social needs. Such reading and studying requires personal involvement and is a basic skill for success in the higher learning process. Class activity develops these skills in all areas of communication. Discussion and writing assignments are geared in this direction. Both small and large groups are used for discussion; individual consultations about writing is carried on by appointment outside of class time. Techniques in outlining are used to develop organizational skills, logic, and rhetoric. Work in sentence structure, both oral and written, is developed through linguistic patterns.

Because everyone can improve reading skills, a laboratory experience is provided. In the laboratory students get additional work in areas of study and research skills, work attack skills, vocabulary development, and reading comprehension.

Graduate students associated with the T.R.Y. program were given basic training in these skill areas. Each of these students supervises the laboratory which gives him an opportunity to work more closely with the students, to learn more about handicaps of disadvantaged students, to increase his own skills, and to provide us with suggestions for changes in the program. This cooperative team approach provides a basis for dialogue and growth in developing better educational opportunities for these students.

The T.R.Y. students, as freshmen, also take a course entitled The Development of World Civilization. One of the handicaps that most of the students suffered from in high school was the lack of concern on the part of many of their social studies teachers. Another problem, just as serious, is that much of the history being fed to high school students is of an inferior intellectual quality. Students often are not trained to think in historical terms, but rather are expected to memorize certain "facts" without seeing how they are part of a historical context. When students enter Montclair State College and they are introduced to historical analysis, they often find themselves at a loss—at least during the beginning of their first year. The T.R.Y students are being introduced seriously to historical thinking on a college level. They learn to read some of the material with which the historian deals to help him arrive at a careful conclusion and to see that history is full of problems for which there are no simple answers. In other words, proper historical study is not the futile, desperate memorization of facts—something from which all-too-many students have suffered—nor is it propagandizing. It is something that demands careful study and analysis, and it is precisely that careful study and analysis that the T.R.Y. students are learning. They are concerned with such weighty historical problems as why kingship was the form of government in so many societies in the past, how it is possible to use the Bible to get some understanding of the nature of ancient societies, what the structure of slavery was like in the ancient world, and how it was possible for the Roman Empire to last as long as it did. They are introduced to different forms of government, religion and labor.

While the subject matter of the course is historical, the methods are geared to helping the

students develop those skills in which they are deficient. They are given vocabulary work which focuses on those words which are most pertinent to historical study. Exercises in the use of outlines are built into the course. The students have contact with different kinds of course materials and trained to see how such materials can give insight into the life of a society.

The writer, Director of Undergraduate Instruction for the program, teaches this course. We believe that if faculty who have administrative responsibilities for the program also teach in it, they will be better able to appreciate the problems of the students and plan for a more effective program in the future.

In addition to the day program, there is an evening T.R.Y. program. Students who could not be accommodated in the Day T.R.Y. program were placed in the undergraduate evening program. They are currently taking between 3 semester hours to 13 semester hours. Since the evening division does not provide specialized instruction, the program is being augmented by a tutorial service. Under the supervision of Louis Guinta ten undergraduate students have been recruited voluntarily to provide this service. For T.R.Y. students the tutorial program allows a student who is having trouble in a particular area to have immediate help in correcting his problem.

In addition Mr. Guinta, a reading specialist, has developed a reading program for the evening students. In this program the students are instructed in the basic study skills necessary for achievement in higher education. The program also includes work in vocabulary development, word attack skills and general comprehension.

The major portion of the evening program deals with counseling of the T.R.Y. students. Mr. Guinta has a no appointment policy, therefore enabling the student to come to him immediately as a problem develops—both academic and social. Students' progress in class is constantly checked so that a problem can be remedied before it becomes too serious.

There are also six T.R.Y. Fellows who are working with the program full time. They are in a unique position to offer special help to the students. Having recently graduated from college themselves, they are closer in age and feeling to the students. Realistically speaking, they are more likely to create an atmosphere in which the students will confide in them concerning personal problems of adjustment to college life and academic work. While the assistants are training the students, they are also themselves being trained. The project introduces them to various types of job possibilities open to those high school pupils who had suffered from scholastic disabilities. They have visited the Job Corps Center at Kilmer. They are also establishing contact with Newark businesses and industrial personnel to study their respective recruitment and training programs. They participate in the recruiting phase of the program which is directed by Mr. Arthur Taylor. Several out-of-state guests will be coming to the campus to recount their experiences with projects that have the same basic goals as T.R.Y. Noah Brown, special assistant to the chancellor of Wayne State University for programs in compensatory education will be here, as will William Summerville who is responsible for California's Educational Opportunity Program. The fall semester also provides a series of "sensitivity training" sessions organized by Dr. Leonard Buchner, co-ordinator of the college's Psychological Student Counseling Services. Many of the educational experiences of the graduate assistants are directed by Dr. George King, T.R.Y. coordinator for the State of New Jersey, in their graduate seminar. Matching the broader responsibility assumed in recruiting T.R.Y. undergraduates for other colleges in New Jersey, the T.R.Y. Fellows' program also includes eight full time graduate students stationed at these colleges to assist in the orientation of their special students. The fourteen T.R.Y. Fellows are unique in New Jersey and, to the best of our knowledge, in the nation.

We know from the experience of some other colleges that if special assistance is provided only by the staff officially attached to the program that it operates in a social and educational vacuum. Therefore, one of the purposes of the program is to see that each of the T.R.Y. students has a faculty advisor who has volunteered his time and energy to help one student in some of the problems that he may encounter during his first year. Furthermore, there will be student tutors for each of the students, providing useful help for the T.R.Y, student and rich experience for the student who is helping. Beyond this, there is a series of orientation sessions for those faculty members who are not involved in the program but would like to know what is going on during the year. There is also a newsletter which goes out to the entire faculty every few months to keep them up-to-date on what is happening. We hope that

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Must it be Physical

by
DR. RICHARD W. TEWS
CHAIRMAN OF THE PHYSICAL EDUCATION DEPARTMENT
MONTCLAIR STATE COLLEGE

It would probably be difficult to find anyone who would be willing to take a categorical stand that our schools should have either physical education or athletics without the other. But there is merit in examining the question because at times there is concern about the emphasis or lack of it on the part of one or the other.

It might be well to establish some facts about each of these programs at the outset. Physical education, first of all, is a term used almost exclusively in schools. The Y.M.C.A. is the only exception that comes to mind. It is considered, for the most part, as an integral part of the school program, designed to make varied contributions to the students' total learning experience through a variety of physical activities. It is almost the only class activity which involves use of the body in a way that provides for several essential outcomes. First of these is learning to use and then using the body with sufficient vigor on a regular basis to produce a state of adequate fitness. This need has been thoroughly documented by the medical profession, physiologists, anthropologists, and others. Teen-agers, left to their own devices, are frequently not sufficiently active in this way. Use of the body as a means of expression also has great value.

The second outcome for young people is to learn to use their bodies effectively in those activities and games which are popular in their peer group. An important part of their relationship in a group is based on how well they perform physically. Status in a peer group is, at least in part, established in this way.



VARSITY—Skilled performers display their finesse in highly organized competition before overflow crowd.

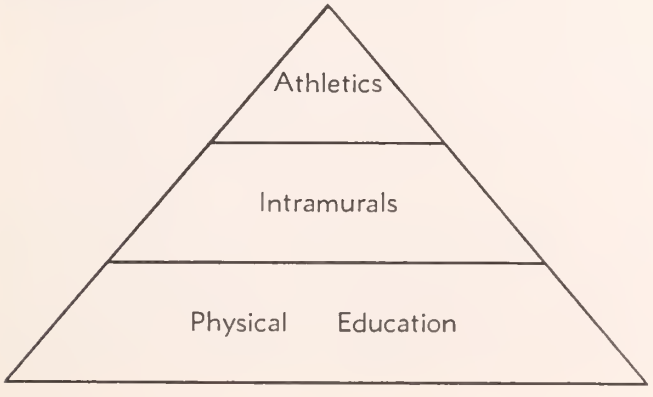
The third outcome would be a combination of the first two. It implies development of skills and attitudes which bring about a willingness and desire in post-school years to participate in skills already learned (even if only on a basic level) and to learn new ones which might be appealing.

Education vs. Athletics?



INTRAMURALS—Competition keen, reasonable skill and few spectators!

In order to have proper perspective in this deliberation, it seems wise to inject another program area before going on to look at athletics. This, of course, is intramurals. The late Dr. Jay B. Nash, one of this country's most distinguished physical educators, used to depict the relationship between physical education, intramurals, and athletics, by using a triangle as shown below:



The position and size of area represents the level of skill and number of participants respectively. Basic skills are learned by all students in physical education classes. Those who have continuing interest and ability should have an outlet in a broad intramural program with more opportunity for competition than can be afforded in class. The most highly skilled find a more sophisticated program available to them in the varsity sports programs. A good experience in a well-developed intramural program can provide most of the same benefits that varsity athletes received.

Competitive athletics, as we see it in our schools today, developed as a natural outgrowth of the desire to compete, man against man, team against team. It started on the college level, gravitated to the high schools, and now has moved to lower grade levels. This shifting to lower levels was prompted by a number of factors: first, an honest desire for the younger boys to compete in



CLASS—Instruction and competition.

this way; second, to provide for the students those values which can be derived from such a program; third, from a desire on the part of coaches to start the experience earlier and earlier with the thought that teams would be better on the upper levels. There are those who believe this is not accomplishing what it is intended to do and that it gives some boys such a long, concentrated exposure to athletics, that their interest sometimes diminishes when they are in college. Still others believe that a good, strong program of physical education would serve this purpose to a greater extent by developing a broad base of competence in motor activities.

The benefits to be derived from participation in athletics are in some direct ratio to the quality and motivation of the leadership. The opportunities for developing leadership, cooperative action, perseverence, a competitive spirit, and other worthwhile traits are certainly inherent in competitive athletics. They are developed only when attitudes and motivations of the leadership are sound. One factor which causes a lack of harmony between physical education and athletics sometimes stems from emphasis. We hear the term "overemphasis" applied to athletics. Again, if an experience in inter-school athletics is desirable, it should be available for as many students as possible. This would certainly not indicate a need to de-emphasize, but to increase. Some schools direct much of their interest, time, staff, funds, and facilities toward the development of an athletic program and provide little or no time or opportunity for intramurals. This is a serious omission and constitutes an improper emphasis.

In order to provide the optimum program in a school, the administration should work cooperatively with the total staff to develop a sound philosophy for physical education, intramurals, and athletics, keeping each in its proper perspective. The most significant underlying factor in the development of such a philosophy should be what happens to the participants, not what the coaches want or what it can do for the school or for the ego of parents or a boosters group.

Beside the competition for time and facilities, there develops also, at times, competition for a teacher-coach's interest and vitality. It is easy to see why one would put his major interest and effort into a coaching assignment when one views the pressures to win, the fact that one's coaching efforts are put under public scrutiny each time he fields a team, and the gratification and recognition that goes with winning in athletics.

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Education and Social Mobility in West-Germany

by
DR. INGEBORG ASSMANN, M.A. M.S.C. '64
Ph.D. IN ED.—U. OF SOUTHERN CALIFORNIA '67
(Condensed from the Manuscript)

I. *Economic growth and education*

The economic development after 1945 prompted rapidly rising living standards in the Federal Republic. Statistics attest to the country's economic growth, which is often referred to as "Wirtschaftswunder" (economic miracle).

These wide-spread increases of average income made available to working class families goods that were typical for middle class standards of living, thus the criteria of middle class standards had become available for low class families. From an economic point of view, the "low class" is disappearing. The equalization of material opportunities made Germany develop into an "economic democracy." Did these socio-economic changes arouse changes in mentality and attitudes of "low class" families towards educational concepts? Had the economic equalizing trend effect on the educational aspirations of parents for their children?

Ursula Springer in reviewing the question if and to what extent post-war socio-economic changes had an impact on the attitudes towards education, came to the following conclusion:

> "The pronounced socio-economic changes in postwar West-Germany, which accompanied the rapid growth of industrialization prosperity, have not prompted significant demands for changing the traditional multi-track system. Despite the equalitarian trends evident in the growing consumption of middle class goods and services, the system of unequal educational and career chances is maintained, although with less emphasis on social class perpetuation and more emphasis on preparation for different work functions."[1]

The tripartite system, in other words, one school system for the 'upper class,' one school type for the 'middle class' (in Germany: civil servants and salaried employees), and one school type for the masses is through historical development so deeply rooted in the mind of the German public that the population which otherwise on the economic sector is so eager to reach middle class pattern, does not object to this system as being opposed to the democratic ideal of an equal chance for everybody. Schelsky, a well-known German sociologist, makes it very clear that still today in Germany social prestige rests less on wealth than on rank of position based on education. "The attendance of a certain school type is a confirmation of a certain social status or rank."[2] And he concludes "that the system of parallel school types serves to perpetuate the existing class differences."

II. *Attitudes and their impact on educational concepts*

Research, to examine the attitudes of workers about the value of secondary education, was done by Professor Robert Hitpass, Köln. The small number of working-class children—national average 5%—that achieved Abitur success was the impetus for his research in the state of Nordhein-Westfalen.

Hitpass began in the large industrial city of Duisburg with a quantitative survey of ability in 48 elementary school classes in the fifth school year. (Transfer to the secondary schools takes place after *four* years.) Hitpass discovered that "an average of about 20% of young people with the necessary ability for a secondary school education did remain at elementary school."[3] He discovered that two thirds of those 20% that did remain at elementary schools came from working-class families. He then turned to the question as to the motives which restrain working-class parents from allowing their children to receive a secondary school education.

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1. Ursula Springer: West German School Reform in Social and political context. Unpublished Dissertation, page 126.

2. Helmut Schelsky: "Schule und Erziehung in der industriellen Gesellschaft." Würzburg: Werkbund Verlag, 1959, page 13.

3. Joseph Hitpass: "Einstellungen der Industrierbeiterschaft zu höherer Bildung; eine Motivuntersuchung," A. Henn Verlag, Ratingen, 1965.

He reports that many working-class people showed "grotesque ideas about grammar schools and grammar school teachers."[5] Grammar schools were regarded as schools "only for children who work hard," or "only for children whose parents were at grammar school too and can help them," "only for higher class people who are going on to university to become doctors or something like that." Grammar school teachers were imagined by parents to be "super-intelligent, conceited and unjust."[6]

Parents who already had some experience of grammar schools reacted differently, but still so, that Professor Hitpass concluded: "School authorities still have a great deal of work before them to enlighten the people and correct their image of the Grammar School."[7] Their attitude can roughly be summarized as follows: "I am working class, my son does not need to become more than I am." Such parents wait impatiently for their children to leave elementary school and contribute as soon as possible to the family income.

Often, the father has a positive attitude towards the value of his own occupation. They know what their sons will be able to achieve in the same profession. They do not know this if their sons enter graduate professions.

Many parents, as the study revealed, were afraid of the material sacrifices they would have to make if their children stayed at school longer. Education was not seen as a future investment. But this fear in itself was not the only decisive factor to restrain their children from secondary education. Hitpass stressed the well-known fact that with most working-class families the relative extent of their prosperity has meanwhile grown so much that material motives are no longer a decisive element in their negative attitude towards secondary education. He discovered that false concepts played a decisive role. What did deter working-class people was the idea that a grammar school education must automatically be followed by a university education, which will last for an indefinite period of time and prove enormously expensive. For centuries the Gymnasium was the clearly college preparatory school. This thinking is deeply rooted in the mind of the people.

Hitpass found in his study that social class proved to be a deterrent factor. It seems that the fear of taking the risk of giving their children a grammar school education was often increased by the knowledge that they are making themselves unpopular, perhaps even ridiculous, among their workmates and neighbours. "Our neighbours think we are swell-headed; they are only waiting for things to go wrong." (This is only one comment from many, all of them similar in content.)[8] "My workmates say: You won't get any thanks for it." "Graduates' children have an easier time of it; they can express themselves better to start with, and that makes a big difference."

Frequent mention was made of cramped living and working conditions. Another deterrent factor was the distance to school in cases where parents lived on the outskirts of towns or working-class estates where there are still no grammar schools. Many people, as Hitpass reported, said: "The problem of education has been neglected in Germany as a result of the last war. More has been done in other countries. They have more family allowances, and tuition materials like books and so on are paid for by the state."

Robert Geipel in his research about the effects of geographical structure on education in the state of Hessen, discovered an interesting phenomenon. In two areas, centers of prosperity in Hessen (the central Rhine-Main region and the region around the city of Kassel), where all prerequisites for attendance at grammar schools appeared to be present, he found also a low grammar school attendance. He hypothesized as obstructive factor the obvious inability of lower class families to renounce an immediate reward in favor of a long-term one. In these two areas the factories paid well and "at a time of full employment and prosperity make parents blind to the purpose and value of a long-term school education."[4]

Researchers, especially sociologists, however, agree that there is an "untapped talent reserve" among the children of German WORKERS. Hitpass found out "two thirds of all children that clearly showed the ability for secondary education (as tested by aptitude tests), BUT stayed in elementary schools, came from working-class families."[5]

Seven decades ago 0.1 percent students attending universities came from LOW class families. Between the first and second World Wars, a percentage of 2.2 was reported, and in 1955, the released figure was 4.7 percent. In 1965, the percentage was 5.2. In 1968 the percentage was 8.3. Dahrendorf came to the conclusion that the rea-

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4. Reprinted in EDUCATION IN GERMANY, No. 9, 1965, p. 29.

5. Josef Hitpass, p. 17.

son was by no means less intelligence, but "the German worker is not in favor of education and the German high school and university is not in favor of the German worker." He thoroughly reviewed that question in his book, *Children from working class families at German universities.* He outlined that in the past it had been more a financial decision if a working-class family encouraged their children to continue their education and showed a favorable attitude towards education. Today, however, he emphasized this could not be taken as a reason any longer. Wages have risen in such a proportion that a university study could be financed if it were really wanted. However, the reasons are of other kinds. The worker lacks a sense of long-term planning. He is not willing to give up immediate rewards in favor of long-term rewards. He decides against the long-term investment of a university education, the results of which he cannot foresee. Children, in full agreement with their parents, prefer immediate earnings. But more decisive is the fact that workers are separated from the institutions of higher learning by a large social distance.

Professor Popitz concluded: "Our High Schools are bourgeois schools, oriented and catered to the bourgeoisie, ideologically as well as institutionally." And he outlined that in these schools, the students from low-class families are subject to a one-sided adjustment pressure, the right of which nobody has doubted up to now. But, the adjustment pressure that could be elicited by the lower class families is, to be sure, rejected and considered as an unreasonable imputation to lower the standards.

In summary, he comes to the conclusion that many false concepts about educational institutions, perpetuated through centuries, are partly responsible for the obvious negative attitude of German workers towards education. On the other hand, false concepts about the intellectual abilities of students from working-class families are as well responsible for these attitudes. Both sides need to adjust their concepts based on much misinformation.

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the combination of the orientation sessions and the newsletter will encourage some of the faculty not yet personally involved to play a role when we have our second group of students coming in September, 1969. This article itself is clearly an effort to inform the larger community about the program.

The T.R.Y. program has one major goal: to make a genuine college education a reality for students who have suffered academic and financial handicaps. In order to attain that end, we are attempting to provide whatever assistance is necessary. We can interpret our program as a network of human concern which attempts to reach out and touch as many individuals as possible and draw them in to make some kind of personal commitment.

With the skills and knowledge provided through their educational experience at Montclair State College, they will be able to make a direct contribution to the vast social and educational enterprise of improving the society in which we live. Whatever professional areas they later move into, the education they received here will be put to use for the greater good. It is through the T.R.Y. program and others oriented toward facing the "urban imperative", that the college is moving forward to meet some of the major educational and social challenges of our generation.

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There are, of course, those who have the interest and vitality to do both assignments well. The demanding nature of these two jobs makes it very difficult to do this.

To sum up the three segments of the program which have been discussed, have many common goals and outcomes. In order for each to make its proper contribution, it must have the interest and support of the responsible personnel and proper time and space allocation. There appears to be no need to de-emphasize any of these areas, but rather to strengthen some or all of them. In addition to developing a sound philosophy and program, there need to be a concerted effort on the part of physical educators, coaches, and school administrators to promote constantly the development of the adequate facilities and the support it would take to present a broad program representing a properly formed and balanced triangle. With adequate facilities and support, both financial and interest-wise, there need be no concern about physical-education vs. athletics, and certainly there should not be, as each has a significant and unique contribution to make. There needs to be mutual support and respect so the desired outcomes will be forthcoming.



THE ALUMNI FORUM

MONTCLAIR STATE COLLEGE / SPRING 1970



THE ALUMNI FORUM
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Where It's Really Happening

This year, Dr. Harold C. Bohn, Mr. Edgar Bye and Mr. Horace Sheppard have announced their retirement from Montclair State College. Their retirement evokes pleasant memories of alumni who were privileged to be taught by these men.

They are master teachers who through the years have appreciably influenced and affected the lives of those they taught. Their wisdom, insights, knowledge, experience and philosophy left an indelible impression upon their students.

What does it take to be a master teacher? This is, of course, a debatable question. The development of a master teacher entails a lifetime pursuit of knowledge, a heap of living, enthusiasm, energy, concern, compassion, leadership, inspiration, creativity, imagination, awareness, character, humor, dedication and personality with a capital, "P." One can mix the ingredients in any proportion, but the result is a master teacher. It is rare to find these elements contained in one being. Such individuals are worthy of being honored and revered.

There are those organization men—yes, we have them too—in the business of education—who claim that master teachers are rare, and more important, are too expensive. Such individuals who cynically serve the Education Establishment offer bargain basement solutions to economy minded Boards of Education and Boards of Trustees. You have heard about the instant economy gimmicks before . . . master teacher lectures to large groups of students followed by intensive seminars conducted by graduate students . . . media-centered schools where students are taught by assorted media gadgets. Retrieval systems, carousels, films, tapes, multi-media packages, teaching machines and all the other paraphernalia may enhance and supplement teachers, but they can not replace them. Machines do not challenge, move, inspire nor interact. They tend to be impersonal and inanimate to human response.

Management in education will have to resign itself to recruiting master teachers and compensating them generously. A teaching situation will have to be provided that is secure, free, open, democratic, creative and stimulating. This is the kind of teaching environment in which master teachers can function.

The values of our civilization are being challenged as they have never been challenged before. It will take teachers who know where "it's at" to successfully "rap" with students who are quite knowledgeable. The preservation of our democratic heritage and this Republic is at stake. Is it possible for programmed media to alter the feelings, sense the moods, and temporize the angers and passions of aroused youth? Can one reason with a tape recorder or a television set?

A Case History in Injustice:

The Newark Story

by
DAVID SELDEN
President, American Federation of Teachers

Last February 26th members of the Newark Teachers Union, AFT Local 481, approved a shiny new contract by a 2-1 vote. Local 481 had been elected bargaining agent in December, 1969, for the more than 4,000 teachers and para-professionals in the Newark Public School system after a five year struggle with the non-union Newark Teachers Association.



David Selden wrote this exclusive article in his jail cell at the Essex County Penitentiary.

The contract was a good one, providing salary increases of more than $2,000, and important improvements in the quality of education, including a class size limit of 30 pupils, a beginning on a New York City style More Effective Schools Program, teacher re-education courses in community relations and black history and culture, and a special human relations committee, including community representatives. The new contract was designed to inaugurate a new era of hope and rehabilitation for a school system which, like the city itself, has undergone steady deterioration over the past decade.

Yet a month after the contract vote, I and 192 officers and members of Local 481 had been fined more than $40,000, the union had been fined $40,000 in addition, and we had been sentenced to jail sentences varying from ten days to six months. These fines and sentences were imposed, because, despite a sweeping injunction issued by Superior Court Judge Ward J. Herbert, the NTU had found it necessary to strike for more than three weeks before negotiations were concluded. Seven local officers and one national AFT organizer were specifically named by the judge's order. I and the others were charged for "aiding and abetting" the strike.

Judge Herbert's order was based on common law precedent. The legal concept that a strike against a government agency is a violation of governmental "sovereignty" prevails in every state. It is based on the old English common law doctrine that people who work for the king cannot refuse to carry out his orders.

The irony in the Newark episode is worthy of Maupassant. "We have settled our dispute with you teachers. We look forward to a better day for children, schools, and community. Now you must go to jail!"



David Selden joins the picket line at McKinley elementary school in Newark.

Normally, high noon at the school bargaining table occurs around Labor Day. In New Jersey, however, many city school districts are governed by a constitutional provision which requires their boards of education to submit budgets to their city councils early in February. The councils may make any revisions they see fit before giving final approval later in the month. If you set a strike deadline for September, the budget will have been determined long before. Reopening a budget involves troublesome technicalities.

The urgency of the educational crisis in Newark made it imperative that Local 481 negotiate a contract which would lay the basis for major changes. The Newark riots during the hot 1967 summer were simply the Jacobean celebration of the passing of the old order. Newark, once a thriving metropolis, has been a city of soul-searing slums. Projected state-financed construction projects were halted by the riots, and private investment in new construction was reduced to near zero.

In spite of the massive social and economic shocks which have rocked Newark during the past decade, however, and in spite of the insistent clamor for power by community groups fed by playwright Le Roi Jones and others, control of the governmental process still rests with the old order, at least for the moment. Mayor Hugh Addonizio and other officials are under grand jury indictment for Mafia connections, and the city administration is further beset by adherents of right-wing councilman Anthony Imperiale. Since this is an election year, the contending forces will meet on the field of battle in a primary election to be held in May.

The Newark political situation had a strong effect on the management side of the teacher-school board bargaining. Members of the school board are appointed by the Mayor, and all the incumbents have been either appointed or re-appointed by Addonizio. The city council, which must rule on the school budgets, is also in the Addonizio camp.

For the beleagered Mayor, the negotiations thrust forward a Machiavelli-like set of political alternatives. Did he have more to gain by becoming champion of good schools, particularly for the growing black underclass, or, with an eye to Imperiale's



Essex County Sheriff's Deputies arrest striking teacher.

inroads into his Italian base, would it be better to adopt a tough line and become the new law 'n order champion? He chose both alternatives. First he tried to beat the teachers union, and when that did not work, he took the high road of school reform.

The school negotiations began early in January. The union team was headed by Mrs. Carole Graves, assisted by two AFT National Representatives, Bob Bates and Larry Birchette. The school board was represented by an odd couple of negotiators. Heading the team was Jacob Fox, recently retired from a long service as the Board's attorney. The Number Two man was Assistant Superintendent Benjamin Epstein, who in his younger days had been a militant radical AFT member, but who had switched sides to become an "expert" on CB from the management viewpoint.

During the preliminary skirmishing, it became obvious that the board was in no hurry to get down to brass tacks. Attorney Fox's attitude was particularly irritating. He saw every question as a moral issue. Meanwhile the February budget deadlines were fast approaching, and once the budget had been set negotiations would be congealed.

In an effort to get things moving the union called for mediation, and famed labor conciliator Theodore Kheel agreed to serve. The Board refused to accept mediation, and the union on February 1st voted a strike to begin the next day. The board countered several days later by obtaining a sweeping, ex parte injunction against all strike activity. The union called a mass meeting for February 8th, attended by 3,000 Newark teachers and visiting dignitaries such as Al Shanker, President of the United Federation of Teachers, AFT Local 2, and Bayard Rustin, Director of the A. Philip Randolph Institute. The teachers roared their intention to keep "right on."

Sheriff's deputies began trying to serve the injunction on the seven persons named in the order—

Larry Birchette and Mrs. Graves and five others. A campaign of harassment was also launched. Police burst into the union office without a warrant and attempted to seize the proceeds from the February rally. They were ejected by Birchette. Other police visited the home of a teacher at 3:00 a.m. and warned him to stop striking or he would find himself in jail. The arrests began later in the week, and at a protest parade on February 13th, police chased teachers down side streets and three representatives of other unions were arrested as they stood on the steps of City Hall preparatory to addressing an outdoor meeting. Strike-breaking was on in full force.

When the Newark strike began, I was in Hawaii, speaking at meetings of teachers. During the next week I received daily bulletins from the strike front, and the day after I returned to the East Coast, I went to Newark to get a first hand appraisal. It was obvious that we were in a desperate struggle. I returned to AFT Headquarters in Washington to mobilize support. At the end of the week, I flew to Miami Beach to solicit the backing of the AFL-CIO Executive Council, which was just beginning its sessions. In the meantime, back in Newark, the sheriff was making wholesale arrests. More than a hundred teachers had been booked.

Only locals of the AFT can call strikes. The "international" cannot take such action. Nevertheless I have, through countless writings and speeches, urged AFT locals to use the strike as a weapon of last resort in impasses. I therefore announced that I would picket in Newark at 9:00 a.m. February 18th. I caught the 7:30 a.m. air shuttle from Washington National Airport on that day, and by 9:15 a.m. I had been busted!

You fight each day as it comes when you are under an injunction. By challenging the authorities to do their damnedest, I felt I could give heart to any teachers who might be wavering. More important, my arrest—which I knew to be inevitable—would dramatize the unfairness of the law in the same way that civil rights leaders had hurled themselves against racial segregation laws.

I was arraigned on the afternoon of February 18th, whereupon I refused to post bail and entered the ancient Newark Street Jail that evening. Seven days later, when settlement of the strike had been reached, I posted my bail and for the next few days I was "free."

The trials of the Local 481 officers and pickets were perfunctory. To speed up the trials, two judges were taken off their regular calendars involving traditional crimes of theft, violence, and drug abuse in order to mete out speedy "justice" to the teachers. *Without exception, they were found guilty.*

One reason for this perfect score card for the prosecution was that there are two recent New Jersey Supreme Court cases upholding the common law on which the injunction was based. One of these involves an AFT strike four years ago in Woodbridge Township. An AFT representative got 90 days and the local president got 30 days. The other case involved more than a score of officers and members of the Newark Teachers Association who struck three years ago. An attempt was made to take this latter case to the United States Supreme Court, but in a left-handed endorsement of previous precedent, the court refused to hear the case.

In any other times than these of the Nixon administration, with its determination to conservatize the Court, it might be a good gamble to try to take the current Newark cases all the way to the top. In a carefully prepared brief, the New Jersey Civil Liberties Union has made a good case for throwing out such injunctions on Constitutional grounds.

Certainly even public employees cannot be forced to work against their will (13th Amendment). Picketing, so long as it is not coercive, is a form of free speech and freedom of assembly (1st Amendment). Furthermore, a case can be made for a jury trial in such contempt cases, since the maximum penalties—six months and $1,000—place the violation above the misdemeanor category. A defense can also be made on the basis of taking away a person's liberty without due process of law (5th and 14th Amendments).

We are appealing most of the cases on various grounds of law and fact in the hope that some of these appeals will be won, or the sentences reduced or commuted. AFL-CIO President George Meany has publicly called on Governor Cahill to declare general amnesty. But at present few attorneys think a court test on the central question of the right of teachers to strike can succeed.

Aside from the straight legal obstacles in the way of reducing or cancelling out the fines and sentences. there is the Hoffman-like attitude of the judges themselves. Without exception they have taken paternalistic moral tone, lecturing the teachers and verbally chastizing them before sentencing. This attitude seems to stem from New Jersey's Chief Justice Joseph Weintraub.

If the judges were harsh, the prosecuting attorneys headed by Assistant Prosecutor Hugh P. Francis and Special Investigator Carmen Addonizio were downright vindictive. Mr. Francis is the son

of a New Jersey Supreme Court Justice and Mr. Addonizio is a distant relative of the Mayor. In my case, they asked the judge, Samuel Larner, for the maximum penalty even though four of their witnesses were shown to be either lying or compounding a strange mistake. The four witnesses testified positively that I had attended the February 1st strike vote meeting and personally urged the teachers to stop work. They also testified that I urged defiance of the injunction at the February 8th meeting. Fortunately I was able to prove that I was in Hawaii February 1st and in Seattle on the 8th!



Selden is escorted to the New Jersey State Court by Al Shanker, Carol Graves, President of the Newark local, and Betty Rufalo, vice president. Mrs. Rufalo is serving a ninety day sentence now.

These four "mistaken" witnesses raise another disturbing aspect of the Newark story. The city administration, in a frantic effort to arouse public opposition to the teachers, tried to enlist black leaders. One community group set up headquarters in the hotel where the negotiations were being conducted and demanded a seat at the bargaining table. To their credit they refused to allow themselves to be used by the board-city forces. Instead they received reports every four hours from Lewis Kaden, a member of Mr. Kheel's law firm who had finally been accepted as a mediator by the board. However, the four wrong witnesses, associated with black community groups, admitted they had been recruited for their dubious task by a minor politico closely associated with the administration.

Perhaps the attempt to turn the black community against the teachers would have been more

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Montclair's Town Likes

by
DONALD L. MULFORD
ASSOCIATE PUBLISHER
MONTCLAIR TIMES

Montclair State College has been considered an asset to Montclair since its founding in 1908. Now it is more than that—it is a vital element in stabilizing a town which has, like the rest of suburban Essex County, been going through a time of very restless change.



Donald L. Mulford

Montclair has always been considered "a good town for people to live in." The hallmark of its greatness has been the willingness of its responsible citizens to give unsparingly of their time and financial resources to the myriad volunteer organizations which have given the community unparalleled excellence in cultural opportunities—an Adult School which is considered one of the finest in the state and nation, an art museum of great stature, an Unity concert and travel series unique perhaps in the nation, a volunteer ambulance service of unqualified excellence and above all that the willingness of its most distinguished citizens to give countless hours to the thankless task of solving the local problems of running the school system and the local government common to all communities.

It has been heartening to those who have come to have a great local pride in Montclair to reflect that the once small teachers' college at the north end of town has matched the pride of local citizens (after a brief period when its existence was in doubt and local citizens joined in the fire brigade to keep it going). Montclair State College has not only emerged as a liberal arts college internationally known for its high standards and imaginative approach to the educational needs of the future but as truly a good neighbor in the finest sense of the word.

The Montclair Chamber of Commerce did not give to Montclair State's President, Dr. Thomas H. Richardson, its 1969 Citizen of the Year award because of the $9 million dollar budget, much of which finds its way into the mainstream of the town's economy. It gave it in recognition of the sensitive, practical and dedicated approach that Montclair State's president has given to community relations —the cultural programs that the college has made available to all citizens of the town, the generous cooperation of the college in such events as "Buzz" Aldrin Day and the interesting breakfasts which for years have been sponsored by the college and by Bankers National Life Insurance Company. Unfortunately, Bankers National is leaving town this year; one hopes that another local institution will carry on this fine tradition.

There is a great sense of community between the faculty of the college and the institutions in

Montclair's Gown

Montclair which are working for its betterment. Rotary Club, Chamber of Commerce, Adult School —you name it, you'll find Montclair State faculty in there pitching to keep community standards high and to lend their expertise to the solution of community problems. The college's speakers bureau has been particularly helpful in bringing enlightening programs to local groups. Overseas Neighbors functions which link Montclair to Graz, Austria, for instance, have always found a welcome reception at Montclair State. The college has also cooperated in the town observances of United Nations Day, and thousands of local residents have been fascinated with the annual homecoming day parade, which town leaders have been privileged to judge. As one of them, I found it a very difficult but real fun task.

FRICTION

In many college communities, there has been "town and gown" friction. About the only serious difficulties that have been encountered between Montclair and the college occurred during the ingenious $1 swap between the college and a quarry company which levelled the mountain on the west side of the campus in exchange for a sizeable tract of level ground. This now provides the acreage for many new buildings which will provide facilities for the growing campus population. For a brief period of time, I was designated dynamite editor of the *Montclair Times* when the police chief who lived adjacent to the campus claimed he was knocked out of his chair by a particularly heavy blast one day when he was home for lunch. College officials appealed to experts from M.I.T. who came down with delicate instruments which proved somehow that it wasn't the college's fault but his imagination and that all those cracks that appeared in neighborhood ceilings had been there all along and that they hadn't been noticed until things went "boom."

Happily the dynamite days are behind both of us. All college campuses, however, are still supposed to be dynamite. The fact that Montclair State has not had any serious disturbances is no accident. Tireless patience and genuine interest in the changing pattern of student desires, that in many places have erupted into "un-negotiable demands," have been characteristic of Dr. Richardson and his colleagues. There has been no whistling in the dark for the top leadership of the college—they know by very intimate contact with the students the temperature of the water, and they have had the courage to take the imaginative steps necessary to convince the students that they are being listened to and that the administration cares.

For this the community of Montclair is truly grateful. A small but meaningful gesture is the bus stop erected by the Montclair Rotary Club about five years ago on Valley Road near Normal Avenue. It was put there to make it easier for students to get down into the community and share in its life. It is to be hoped that more and more Montclair people will become aware of the rich cultural treasures at Montclair State and take advantage of them. They also should, along with the alumni, support with their checkbooks the fine work of the Development Fund which will make the difference for the college between adequacy and continued excellence.

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successful except for the fact that Local 481 President Graves is a militant black woman, and AFT Representative Birchette is also black—as are many other #481 activists.

As I write, Mrs. Betty Rufalo, disdaining to appeal, is now in the early weeks of her 90-day sentence. It will be years before all the legal odds and ends, the fines, and the jail terms finally are recorded in history.

But what happened in Newark can happen everywhere in the United States where teachers have to stand up and fight.

It is past time to change the archaic law which, as I said on my jailing for the first time in my life, says that, "When politicians rob children of their educational birthright they are treated like sovereigns, but when teachers fight for decent education they are treated like traitors."

An Interview With Dr. Edward A. Wolfson, M.D.

"The Problem is Not Drugs:

Sensitive, knowledgeable and aware teachers and administrators have been alarmed at the increase of consumption of narcotics by school age children and teenagers. In some communities, the situation has taken on serious and critical proportions. School authorities in the City of Newark recently informed the public that since January, 1970 three teenagers died from an overdose of narcotics. Police officials have stated that suburban communities are coping with an increasing incidence. For these reasons, the editor-in-chief of the Forum interviewed Dr. Edward A. Wolfson, Associate Professor of Public Health and Preventive Medicine, and Director of the Division of Drug Abuse, at the New Jersey College of Medicine and Dentistry in Newark, New Jersey.

Dr. Wolfson, how serious is the problem of drug addiction in our public schools?

We do not know the statistical extent of the problem. Believe it or not, there has not been a registry kept in the State of New Jersey until October 1, 1969. We have established a registry here at the Drug Abuse Clinic. Since October 1, 1969, we have registered 1,200 heroin addicts, and this is within a six months period. Of course, we can only register the visible addicts. For every one that is recognized and identified, there may be as high as four others that go undetected. It is very difficult for us to keep accurate and complete statistics, for we are not always informed. We are urging school officials, police, private physicians, hospitals and other interested parties to inform our Confidential Drug Registry. School officials, teachers, doctors and police officers are quite concerned, and rightly so. The problem is serious, but we do not have complete statistics. We have even less statistical information on the other drugs that are commonly abused, the amphetamines, barbiturates and the hallucinogens.

Should the drug problem in the schools be openly acknowledged by school administrators or is it better to keep such information quiet? What is the best policy?

In my opinion, I believe that the community should be fully informed. The public must know the extent and the seriousness of the problem. I am not saying that the names of students who are using drugs be published. But I do believe that a community has the responsibility of facing up to the problem. We at this clinic would be in a better position of dealing with the problem if there had been greater public recognition. You don't solve a problem by burying your head in the sand.

Are only high school students involved?

No. We have reports that there have been cases involving students who are in the junior high schools and the elementary schools.

Is the drug problem more severe in the cities or in the suburbs?

City authorities are quicker or more open in their discussion and recognition of the problem, but the problem certainly exists in the more affluent suburbs as well. Some officials feel maybe more so. Of course, city youngsters frequently can not afford to be treated by private physicians, and therefore the cities have more extensive records that are public.

Should the police be informed?

There are some communities that want the police to be informed. For example, in Newark, the police department keeps a confidential record of student drug users reported to them. This helps the police keep track of habitual users, secure information about pushers and informs them where the action is in a large city. However, the police really can not effect a cure. A young person who takes

The Problem is People"

narcotics the first time or the second time is not an addict and is not a criminal. The young person who takes drugs continually and may eventually become addicted to drugs is doing this because of an unconscious or even a conscious problem. This person is not a criminal. He is a sick person who needs treatment. And this is where the focus should be.

Why do students take drugs?

Peer group pressure is certainly one major cause. Many students profess to be drop-outs from life. Others rationalize that social, political and economic conditions have turned them off. It is interesting that middle-class students living in affluent homes decry the materialism of their parents and the values of their parents. And while they wail and pop pills, I notice that these rebellious youngsters usually do not forsake any of their creature comforts. Not one that I have known have turned in their cars or personal stereo sets. City youngsters tend to take pills because they can not cope with poverty, racism, school failure and unhappy homes. Each one who takes drugs really has a different reason, and therefore the treatment has to be individual.

Are there public facilities to handle students who are on drugs?

You are now in the Drug Abuse Clinic of the New Jersey College of Medicine. We are probably the only detoxification center in this area. And we treat mostly heroin addicts. THERE ARE NO TREATMENT CENTERS SPECIFICALLY FOR SCHOOL YOUNGSTERS. Our addicts are generally over nineteen years of age. DARE and Odyssey House tend to treat mostly adults. The Mount Carmel Guild, the Youth Development Clinic and New Jersey Rehabilitation Commission will offer psychiatric treatment to habitual users of drugs who are referred by school authorities. But it is true, our area does not have sufficient facilities or staff.



Three former addicts *(on the left)* representing D.A.R.E. conduct seminar on drug abuse at Barringer High School in Newark.

What kind of drugs are students taking?

First of all, I do not make a distinction between "hard" and "soft" drugs. I think that these terms

are deceptive. The abuse of any drug is potentially dangerous. Students are on marijuana, barbiturates, amphetamines, LSD, glue-sniffing, etc. They are quite inventive. But we find that most of the students tend to smoke pot and take barbiturates and amphetamines. These drugs are most accessible. And they are very dangerous. Actually, marijuana is a minor league drug medically or pharmacologically. The major drug problem of the 70's is the barbiturates and the amphetamines. Ninety-five percent of the addicts in Sweden are on amphetamines. In fact, Sweden has banned the production of "speed" pills.

Amphetamines are too readily available. The black market in this drug seems to be flourishing. One can be psychologically addicted to amphetamines. They make one feel good. They combat fatigue; they increase energy. One becomes exhilarated. The body develops a tremendous amount of tolerance. Therefore, the dosage has to be increased. Insomnia, irritability, confusion and a combative attitude are all characteristics of an addict who is taking large dosages of amphetamines. Physical dependence is established quickly. These addicts must be taken off amphetamines under medical supervision in a hospital. Deaths can occur from withdrawal. Patients have convulsions. It is a very dangerous business! Addicts develop a paranoid psychosis.

Many of these students are combining "ups" and "downs" at the same time. This is called the "Yoo-Yoo" phenomenon. They have no conception of body tolerance. I was at the Woodstock Festival. I treated youngsters who had taken large pill combinations. One of these youngsters told me that he had taken "three blues, two oranges and two reds." The medical staff had to figure out what the pills actually were. Users do not know



Newark Narcotics Squad displays drugs, pills and paraphernalia used by addicts.

what they are taking.

Illicit laboratories are producing pills whose ingredients have been doctored. We run lab analyses all of the time. You would be amazed what these pills contain.

For the most part, we can control heroin addiction. The danger is in the methods of administration of the drug. Patients develop infections. More die from infections than from the drug itself!

Dr. Wolfson, what can the public school systems do in order to cope with this critical problem?

There are no simple answers and there are no patent solutions. We certainly know that we need treatment centers for teenage addicts and younger. Teachers must be intensively trained in recognition of symptoms and the dynamics of the problem.

Last September, we proposed that the State of New Jersey sponsor in-service courses for teachers right here at the New Jersey College of Medicine and Dentistry. We were hoping that this program could be instituted this summer. There certainly is an immediate need for this training. I would suggest that in every school there should be at least one teacher or counselor who has been thoroughly briefed and educated about the problem of drug abuse. This individual might act as an ombudsman in the school. He would devote his exclusive attention to the handling of this problem. Confidentiality would be respected. True and honest information would be dispensed, and community resources could be called upon for assistance.

Psychiatric services have to be made more available. Guidance counselors should become involved in the counseling and treatment of students who are on pills and other narcotics. Counselors as of this moment are lacking in this training. Too many counselors, through no fault of theirs, are too busy shuffling papers and ar-



Arms of addicts are a pitiful and tragic sight. Photos were furnished by the Newark Police Department.

ranging student schedules. Frequently, they, the counselors, do not have sufficient time to address themselves to counseling in depth. Counselors will have to have a more thorough grounding in psychology.

Every school system should develop a drug abuse curriculum. It is important that children learn that every medicine can be helpful as well as harmful. An aspirin may be very helpful but the consumption at one time of many aspirins can be very dangerous. Children are not too young to learn a healthy respect for the employment of drugs. If one takes too many units of a given vitamin, this can be dangerous. Therefore, I would incorporate this type of instruction into the curriculum at a very early age. Perhaps, health instruction should be a major subject of study not a minor area of study in our schools. With older children, I would emphasize the pharmacology of drugs. Many students do not understand the full medical consequences of the drugs that they are taking.

For example, in Newark, I found that many high school students were taking tuinal, which is a barbiturate. This drug is very dangerous. One can easily become addicted to this drug. The major problem is that the patient must be taken off this drug under strict medical supervision in a hospital. For patients may die from convulsions if they elect to go off the drug without proper medical supervision. The students who are brought to my attention seldom are aware of these hidden dangers. WE MUST MAKE THEM AWARE.

It is important that teachers, particularly, health teachers, I presume, must really know what they are talking about. In the drug area, many students know more than the adults and more than their teachers. As soon as an adult presents erroneous information about drug abuse, the youngsters will turn him right off. Lies about marijuana or "pot smoking" will not earn the respect of the youngsters. And on the other hand, adults who entertain permissive attitudes toward marijuana are not helping the situation. Many students have a very superficial knowledge of the dangers of marijuana. These half-baked ideas must be exposed in an honest and straight forward manner. Artificial scare programs are self-defeating. The truth is impressive enough.

Some authorities feel that drug abuse instruction arouses curiosity in the students. What do you think?

Of course, I am aware of this. But I honestly think we have gone beyond this point. Drugs are readily accessible. In some areas of our country, the problem has reached epidemic proportions, and I feel that the problem has to be met head-on. There has been too much of this sweeping the problem under the rug and praying that this grievous problem will tip toe out of our lives on its own volition. It is certainly more than a passing fad.

Are there deeper implications to the problem, doctor?

I believe that we must give serious thought to what many of these youngsters are saying. Educators must develop a relevant curriculum. Too many students are being turned-off at school and turned on to drugs. Sometimes I might add, not necessarily a deviant palliative in our pill-taking needle-happy hypochondriacal society.

The school program should be able to provide students with some measure of success and self-esteem.

Many students that I have examined and questioned claim that they are frightened by life and its complexities. Are we teaching students how to successfully cope with life? How does one live with the pressures of modern life? Have we addressed ourselves to this problem?

Urban youngsters are demoralized by poverty, racism and feelings of despair and hopelessness. Society must give these youngsters tangible hope. They need something to believe in. City boys and girls cry out that they do not want to be awake in this world. They reveal desperation and despair. "There is no way out!" "America will never change." "Who wants to live to die in Viet Nam?" Teachers and doctors have no answers for the cries of anguish coming from these feeling kids in the cities.

Peer-group pressure pushes many of these youngsters on to drugs. Perhaps, if they had more ego strength, they would not succumb to the blandishments of their friends. The schools might explore ways that these susceptible students might develop greater inner security and self-worth. I wonder if we have gotten over to the young the wonder and beauty of their physical being. Is not drug abuse really physical abuse?

It seems to me educators might very well ponder whether there are well-meaning practices within education that are destructive rather than constructive to developing healthy individuals.

The Unique Mission of New Jersey's State Colleges

by
DR. NATHAN WEISS
PRESIDENT
NEWARK STATE COLLEGE

E. Alden Dunham argues in his work, *The Colleges of the Forgotten Americans,* that state colleges should not be merely poor copies of prestigious state universities or liberal arts colleges. Instead Mr. Dunham believes that state colleges must develop unique qualities if they are to truly fulfill their mission for higher education.

An important fact that Dunham notes in his work is that state colleges are the "colleges of the unaffluent forgotten Americans." He supports this statement by noting that most of the student body, and indeed a large part of the faculty, who make up the college community at these institutions are largely people drawn from the lower middle class and working class origins. Thus the state colleges have provided a channel of access, positive vertical mobility if you will, into the main stream of America for the children of modest social and economic means.

In its earliest history the normal school (the precursor of the state college) drew its student body from the sons and daughters of newly arrived immigrants and farmers. Today, the state colleges continue to draw students from immigrant stock, and more recently an increased number of black "immigrants" from the South and those from Puerto Rico. It is in this role that the state colleges have proven a deeply significant factor in bringing the American dream of a multi-racial, multi-ethnic and multi-religious society closer to reality. Perhaps this is indeed the unique mission of the state college.

This essential evolutionary progression from Normal school-to-teachers college-to-state college has applied to New Jersey, as it has to the nation. The pattern has been for the most part identical in all of the six original state colleges (the two new colleges are beginning their development now). The six state colleges were established as normal schools



Dr. Nathan Weiss
President, Newark State College

in the 19th century, evolved into degree-granting four year teacher colleges early in the 20th century, and were made state colleges in name if not in substance following World War II.

In 1966, after considerable internal conflict, the New Jersey Legislature enacted the Higher Education Act (S434) which established a separate governing structure for higher education in the state and broadened the mission of the state colleges. The phrase "multi-purpose" was used widely during the

debates, with little definition. What was implied in this phrase? The writer, with others, believes that the intent of the legislators was to convert the state colleges from essentially teacher-training institutions to those in which a student would have available to him a "wide menu" of choices ranging from teacher education and traditional liberal arts to a variety of professional non-teaching degrees. The non-teaching degree might include areas such as social welfare, psychology, business administration, industrial technology, etc.

In the area of the liberal arts, it was the wish of the legislation drafters to have the state colleges offer majors in such areas as mathematics, biology, chemistry, physics, English, languages, history, sociology, political science, economics, art, music, geology and the like. How well have the state colleges responded to this legislative imperative? It is unquestionably too early to arrive at a definite answer, however some trends are discernible.

A cursory review of the program offerings presently being developed at the state colleges reveals that the institutions are responding with great vitality and energy to the legislative challenge. There is further evidence that the colleges are prepared to enter into a consortium approach which will make it possible for the institutions to offer majors on a regional basis, particularly in those disciplines where no single college possesses sufficient resource to broach the program unilaterally. There are positive indications that the state colleges are eager to move into the direction of strengthening their graduate degree programs, however, here progress will be measured directly to the availability of resources. It seems apparent that undergraduate education has the highest priority in the state colleges. This is not to say that graduate programs will not be launched, but merely that resource limitations must be faced.



Dr. Nathan Weiss discusses adjustment problems with Viet-Nam veterans.

If the past is our prologue, what then is our future? Rather than making hazardous predictions, the future of the state colleges lies in the response to questions which must be answered. Some of these questions are:

1. How can the state colleges *best* prepare students for work in the urban milieu?
2. What role will the state colleges play in the fight to save our environment?

Continued on Page 28

Forty-one Years of Growth and Change

by
DR. HAROLD C. BOHN
Chairman, English Department

The Montclair of today is not the Montclair I came to forty-one years ago. Nothing sad or discouraging about that. Rather, it would be discouraging if it were the same. Long, long ago the first Greek philosophers recognized change—"Men come and men go," but they discovered something else—"but Man goes on FOREVER" although pollution experts are now raising doubts about that. In spite of ecological sins, however, man must still insist on the "forever." Accepting the inevitability of change, Plato envisioned the beautiful metaphysics of Ideas which has inspired poetic expression ever since, and it must continue to do so.

Although the Montclair I once knew is completely gone, Montclair still is here. Strange, isn't it? How can that be? Thinking about this again and again, I have concluded that a college is not a campus, or buildings, or a library, or a curriculum, but a kind of Forest of Arden, a place where people can be free—free to express themselves, each free to be an individual, free to develop his thing. At least, that is what the new organization of schools in the College is aiming at, what the new curricula are trying to provide, what the many new departments are offering. Each an opportunity.

Such freedom is wonderful because every time some individual—undergraduate, graduate, faculty, alumnus—brings his thing to a beautiful conclusion, all the rest of us cash in on his success. We all enjoy the distinction that that achievement brings to the College.

Fortunately, over the years many, many people, displaying creative imagination and much dedicated work, have by their individual efforts brought distinction to the College: Harry A. Sprague's liberalizing insistence upon the integration of liberal arts and education courses as the best preparation for teaching; John G. Flower's solid structure of student teaching, inspiring many colleges in the neighborhood to do likewise; John C. Stone's nationally famous mathematics texts, stimulating several outstanding successors—Virgil Mallory, David Davis, Paul Clifford, Max Sobel; Margaret B. Holz's Foreign Language Student and Teacher Exchange, giving Montclair an international reputation; Edward H. Webster's *Daily Drills* used in schools throughout the U.S.; Roy W. Hatch's texts combining geography and history, enlarging the scope of history teaching; Zaidee Brown's *Library Key*, widely used and recently republished; Carolyn Zachary's psychology laboratory leading to improvements in the New York City school system. These accomplishments highlight the College's activities in those early, formative years.



Dr. Harold C. Bohn

Equally fortunately, the process has continued. The imagination of President Partridge carried the College to an even higher level, and the insight of President Richardson is steering the College through the enormous complexities of a radically changing society. Again, many individuals are hard at work. Professors, whose thing is education, have created various programs to cope with facets of education unknown forty years ago. Professors, whose thing

is liberal arts, are creating schools and curricula to satisfy the demands that college teaching be pertinent to truth and honesty as the only guarantee to political, economic, ecological, and spiritual survival. Eager, dedicated young professors keep coming; hundreds of equally eager, dedicated black and white students keep coming with their demands for good teaching and good preparation for the battle of life. A thrilling procession, of which, annually, Commencement is the symbol!

Looking back from the present summit of the College, I see a long and winding but glorious road of ideals, sacrifices, and accomplishments; looking ahead from the same summit, I see a far longer road, even more winding, but also more glorious as it invites generations yet unborn to climb to greater and greater heights. I wish that I were beginning the march all over again, but all I can do is hand over the torch and say, modifying the ancient Greeks, "But Man *must* go on FOREVER."

Fifty Years of Fun and Games

by
HORACE J. SHEPPARD
Education

There was a famous Roman god named Janus which had two faces, one looking forward and the other backward. This expresses how I feel as I reflect upon retirement after thirty years of service at Montclair State College. I am joined on this occasion by Harold Bohn and Edgar Bye, two outstanding members of our staff who have contributed so much to the welfare of this institution, its students, and to the community at large. I note that all three of us have served two-year terms as presidents of the Montclair State College Faculty Association. Harold Bohn was chairman of our 50th Anniversary Committee of which I served as treasurer. Edgar Bye, like Harold, was a helpful counselor and friend who taught me the essentials of field trip operation. As in Hilton's "Goodbye, Mr. Chips" I tip my straw hat for the warmth, respect, and friendliness that they exemplify between students and faculty.

I have been privileged to serve under three presidents, Sprague, Partridge, and Richardson. All of these men are great men, uniquely different, but devoted to the cause of building a sound and progressive college.

Some of the most satisfying aspects of working at Montclair have been associated with teaching and my commitment to the students and professional employment practices. The freedom to plan, discuss, read, research, create and teach has been a "fun game" for me. The right to make mistakes and laugh at myself has been delightful. The opportunity to enjoy the friendships of fellow faculty members, both old and new, will never be forgotten.



Mr. Horace J. Sheppard

The commitment of the college and staff to the community has always challenged me. I have enjoyed supervising student teachers and doing public relations work "on the side". Religious activities have kept me busy in East Orange and Newark.

My professional commitment has brought me in touch with "games" that have provided some insights into helping promote the profession. Serving as an adviser of Kappa Delta Pi for 23 years, as treasurer and one of the founders of the Montclair chapter of Phi Delta Kappa, and treasurer of the Essex County Education Association has kept me in touch with teachers in the field and a few legislators and community leaders. It has also brought certain honors, opportunities, and personal growth to have served as a delegate assembly member of NJEA and on the state research committee.

For the future, Mrs. Sheppard and I plan to move to the Smoky Mountains of North Carolina (52 miles S.W. of Asheville). Our ranch home, which we expect to build, will be located near other professors since Western Carolina University (slightly larger than Montclair) is three miles away. We both wish for Montclair State constructive growth, and a dedication of faculty members to the cause of promoting the institution as a whole rather than individual disciplines. As a "retread from industry," I hope that the college doesn't become overstructured as has happened so often with businesses. I wish for other faculty members the same privilege I have had to enjoy "fun and games".

There are Dimensions Beyond Words

by
MR. EDGAR C. BYE
Director of Field Services



Mr. Edgar C. Bye

Nineteen-seventy marks the end of one era and the beginning of a new one at Montclair. Those of us who have been here for forty years remember a small college of about 800 students which developed during that period into one of the best teachers' colleges in the country devoted to preparing students to teach in high schools. The aim was specific and all teaching was expected to be professionalized. At the same time, those who graduated had also received a very respectable liberal arts education.

The Bureau of Field Studies was organized in 1932 and for nearly 38 years has conducted field study courses in all parts of the United States and also in Canada, Mexico, the Caribbean, South America, the Middle East, North Africa, the Far East, Europe, Alaska and the North and South Pacific. Montclair was a pioneer in travel education and has made a unique contribution in this field. It is greatly to be hoped that the college has plans for continuing this program.

The writer has enjoyed the opportunity to serve Montclair students and alumni in this way as well as in Social Studies classes and to extend the name and fame of the college to so many parts of the world. At this time all one can say is "Ave atque vale".



The President's Message

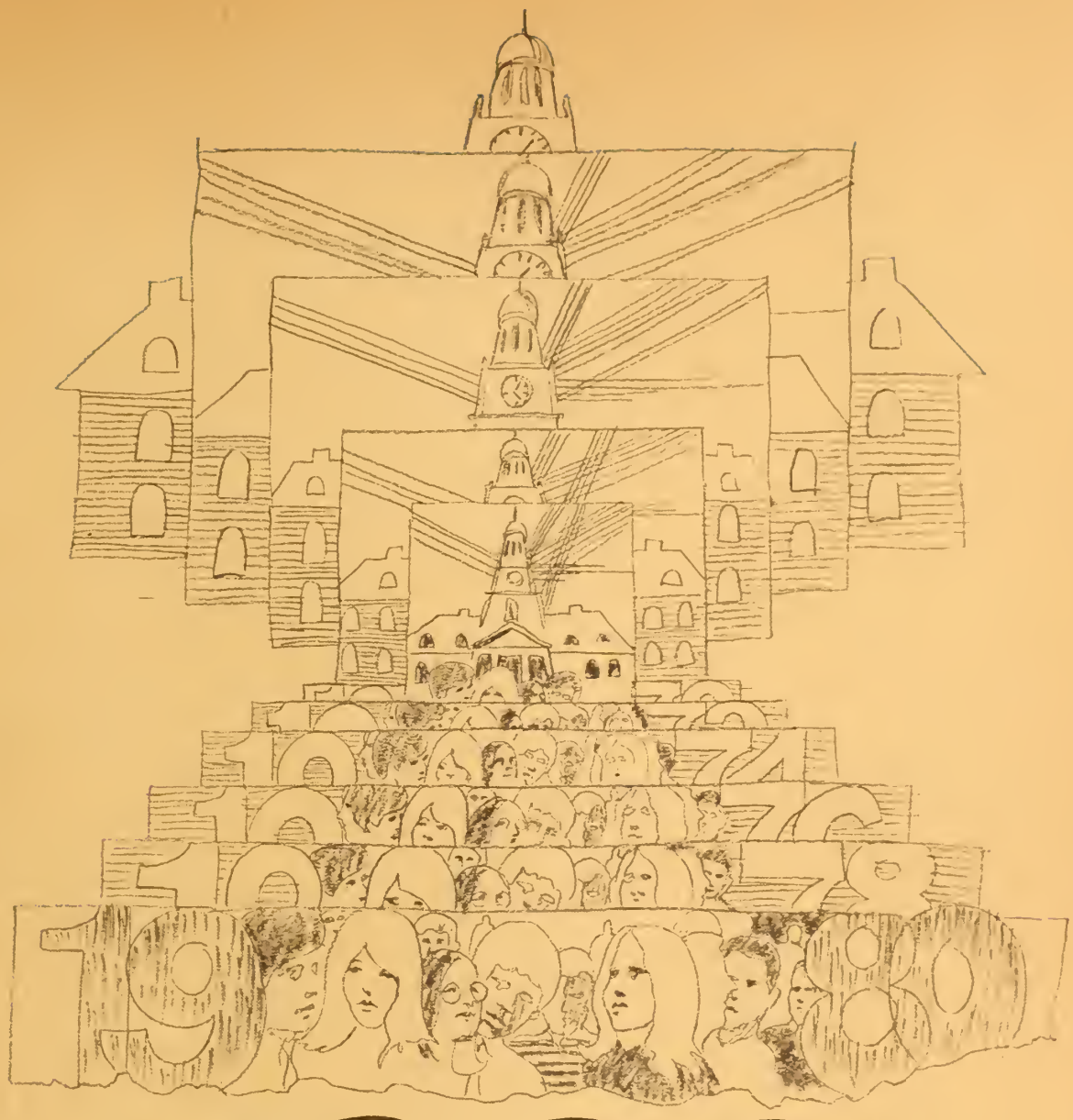
As we move into the 1970's it is appropriate that we think about, and plan for the 1980's. I commend to you the article which follows, for in my opinion it describes quite accurately the problems and trends we will encounter between now and 1980. As an introduction to this article, I would like to make some comments about the difficulties we can anticipate in the next decade, specifically as they relate to Montclair.

For our alumni who have become removed from close contact with college life, let me say that all college campuses are feeling unrest, varied by the difference in degree of disturbance, but the symptoms of unrest are almost universal. Montclair is no exception; we have political, racial and moral issues which permeate most aspects of collegiate life. We have been able to contain the antisocial symptoms of this turmoil—though we are happy to have avoided disruption in the past, no Montclair administrator feels smug or assumes that "this can't happen here."

In modern Montclair, faculty committees undertake educational policy-making and administrative decisions at all levels. Within the framework of a system where the Board of Trustees representing the people of New Jersey makes the final policy judgments, it is recognized that the faculty legitimately sets the educational pattern at the college. An extensive system of student involvement in college decision-making has also been developed. Students now participate on nearly all important college committees, and it is anticipated that in the future their numbers will equal those of faculty representatives.

It is hoped that the Montclair alumni will also develop a more dynamic function in shaping the fate of its alma mater. Faculty, students and administration, I am certain, would wholeheartedly embrace a more forceful alumni involvement.

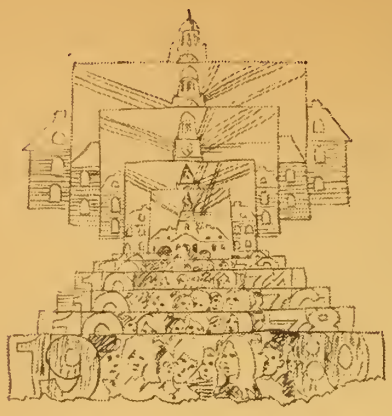
THOMAS H. RICHARDSON
President
Montclair State College.



1980!

In the decade between now and then, our colleges and universities must face some large and perplexing issues

NINETEEN EIGHTY! A few months ago the date had a comforting remoteness about it. It was detached from today's reality; too distant to worry about. But now, with the advent of a new decade, 1980 suddenly has become the next milepost to strive for. Suddenly, for the nation's colleges and universities and those who care about them, 1980 is not so far away after all.



1980! BETWEEN NOW AND THEN, our colleges and universities will have more changes to make, more major issues to confront, more problems to solve, more demands to meet, than in any comparable period in their history. In 1980 they also will have:

► **More students to serve**—an estimated 11.5-million, compared to some 7.5-million today.

► **More professional staff members to employ**—a projected 1.1-million, compared to 785,000 today.

► **Bigger budgets to meet**—an estimated $39-billion in uninflated, 1968-69 dollars, nearly double the number of today.

► **Larger salaries to pay**—$16,532 in 1968-69 dollars for the average full-time faculty member, compared to $11,595 last year.

► **More library books to buy**—half a billion dollars' worth, compared to $200-million last year.

► **New programs that are not yet even in existence**—with an annual cost of $4.7-*billion*.

Those are careful, well-founded projections, prepared by one of the leading economists of higher education, Howard R. Bowen. Yet they are only one indication of what is becoming more and more evident in every respect, as our colleges and universities look to 1980:

No decade in the history of higher education—not even the eventful one just ended, with its meteoric record of growth—has come close to what the Seventies are shaping up to be.

1980! BEFORE THEY CAN GET THERE, the colleges and universities will be put to a severe test of their resiliency, resourcefulness, and strength.

No newspaper reader or television viewer needs to be told why. Many colleges and universities enter the Seventies with a burdensome inheritance: a legacy of dissatisfaction, unrest, and disorder on their campuses that has no historical parallel. It will be one of the great issues of the new decade.

Campus disruptions: a burning issue for the Seventies

Last academic year alone, the American Council on Education found that 524 of the country's 2,342 institutions of higher education experienced disruptive campus protests. The consequences ranged from the occupation of buildings at 275 institutions to the death of one or more persons at eight institutions. In the first eight months of 1969, an insurance-industry clearinghouse reported, campus disruptions caused $8.9-million in property damage.

Some types of colleges and universities were harder-hit than others—but no type except private two-year colleges escaped completely. (*See the table at left for the American Council on Education's breakdown of disruptive and violent protests, according to the kinds of institution that underwent them.*)

Last year's record	Had disruptive protests	Had violent protests
Public universities	43.0%	13.1%
Private universities	70.5%	34.4%
Public 4-yr colleges	21.7%	8.0%
Private nonsectarian 4-yr colleges.	42.6%	7.3%
Protestant 4-yr colleges	17.8%	1.7%
Catholic 4-yr colleges	8.5%	2.6%
Private 2-yr colleges	0.0%	0.0%
Public 2-yr colleges	10.4%	4.5%

Harold Hodgkinson, of the Center for Research and Development in Higher Education at the University of California, studied more than 1,200 campuses and found another significant fact: the bigger an institution's enrollment, the greater the likelihood that disruptions took place. For instance:

► Of 501 institutions with fewer than 1,000 students, only 14 per cent reported that the level of protest had increased on their campuses over the past 10 years.

► Of 32 institutions enrolling between 15,000 and 25,000 students, 75 per cent reported an increase in protests.

► Of 9 institutions with more than 25,000 students, all but one reported that protests had increased.

No campus in any region is really 'safe' from protest

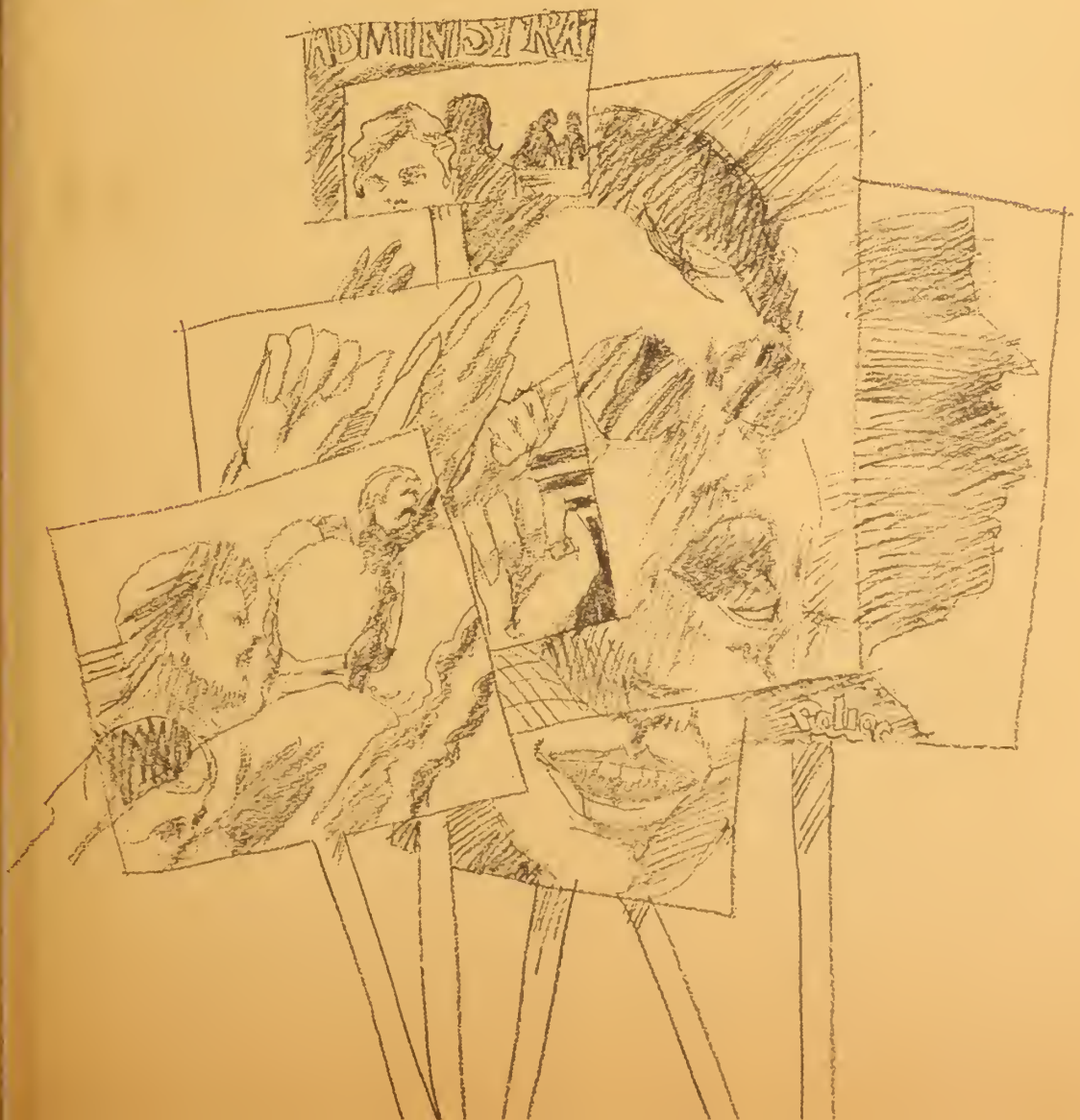
This relationship between enrollments and protests, Mr. Hodgkinson discovered, held true in both the public and the private colleges and universities:

"The public institutions which report an increase in protest have a mean size of almost triple the public institutions that report no change in protest," he found. "The nonsectarian institutions that report increased protest are more than twice the size of the nonsectarian institutions that report no change in protest."

Another key finding: among the faculties at protest-prone institutions, these characteristics were common: "interest in research, lack of interest in teaching, lack of loyalty to the institution, and support of dissident students."

Nor—contrary to popular opinion—were protests confined to one or two parts of the country (imagined by many to be the East and West Coasts). Mr. Hodgkinson found no region in which fewer than 19 per cent of all college and university campuses had been hit by protests.

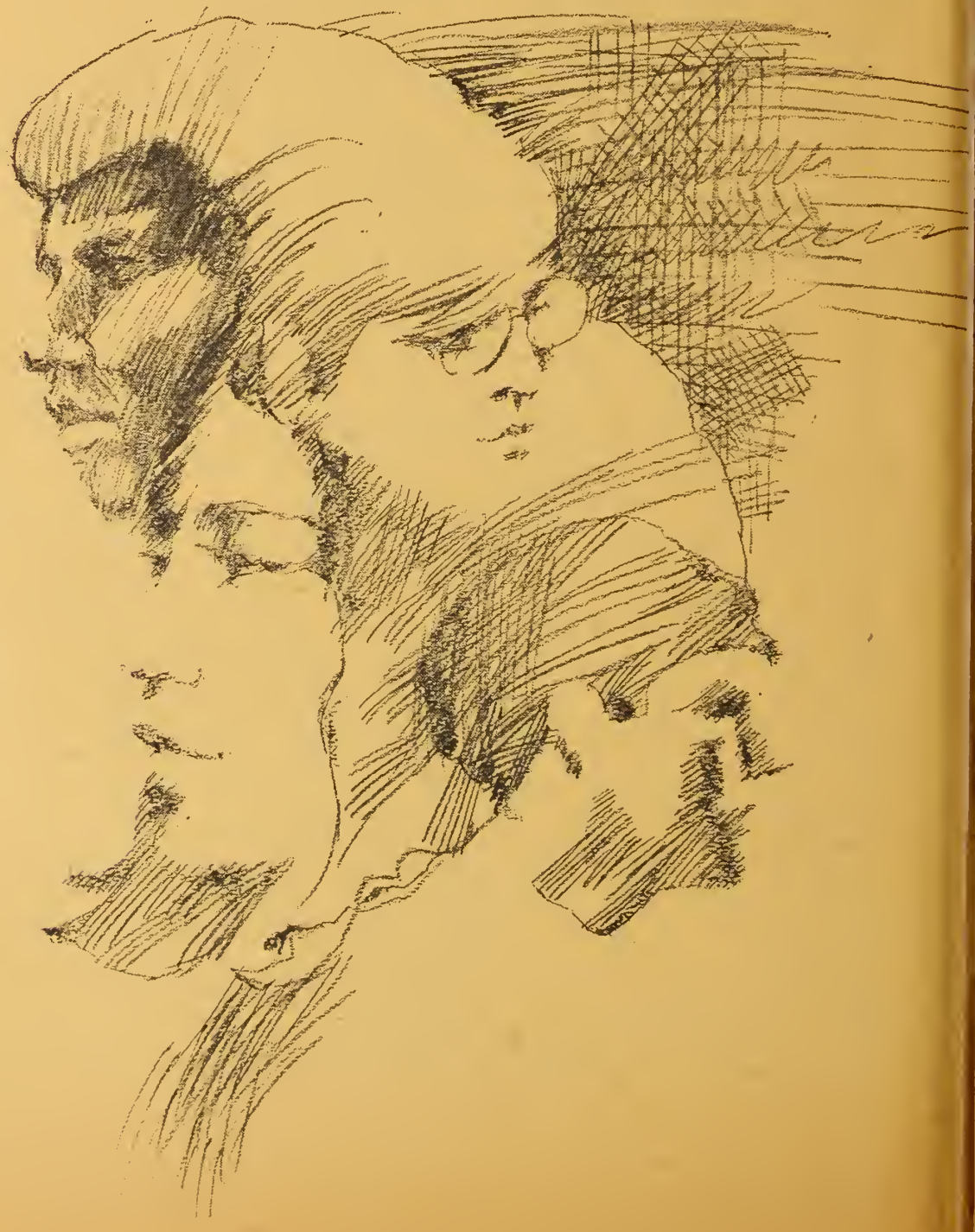
"It is very clear from our data," he reported, "that, although some areas have had more student protest than others, there is no 'safe' region of the country."



1980! WHAT WILL BE THE PICTURE by the end of the decade? Will campus disruptions continue—and perhaps spread—throughout the Seventies? No questions facing the colleges and universities today are more critical, or more difficult to answer with certainty.

Some ominous reports from the high schools

On the dark side are reports from hundreds of high schools to the effect that "the colleges have seen nothing, yet." The National Association of Secondary School Principals, in a random survey, found that 59 per cent of 1,026 senior and junior high schools had experienced some form of student protest last year. A U.S. Office of Education official termed the high school disorders "usually more precipitous,



spontaneous, and riotlike" than those in the colleges. What such rumblings may presage for the colleges and universities to which many of the high school students are bound, one can only speculate.

Even so, on many campuses, there is a guarded optimism. "I know I may have to eat these words tomorrow," said a university official who had served with the National Commission on the Causes and Prevention of Violence, "but I think we may have turned the corner." Others echo his sentiments.

"If anything," said a dean who almost superstitiously asked that he not be identified by name, "the campuses may be meeting their difficulties with greater success than is society generally—despite the scare headlines.

"The student dissatisfactions are being dealt with, constructively, on many fronts. The unrest appears to be producing less violence and more *reasoned* searches for remedies—although I still cross my fingers when saying so."

Some observers see another reason for believing that the more destructive forms of student protest may be on the wane. Large numbers of students, including many campus activists, appear to have been alienated this year by the violent tactics of extreme radicals. And deep divisions have occurred in Students for a Democratic Society, the radical organization that was involved in many earlier campus disruptions.

In 1968, the radicals gained many supporters among moderate students as a result of police methods in breaking up some of their demonstrations. This year, the opposite has occurred. Last fall, for example, the extremely radical "Weatherman" faction of Students for a Democratic Society deliberately set out to provoke a violent police reaction in Chicago by smashing windows and attacking bystanders. To the Weathermen's disappointment, the police were so restrained that they won the praise of many of their former critics—and not only large numbers of moderate students, but even a number of campus SDS chapters, said they had been "turned off" by the extremists' violence.

The president of the University of Michigan, Robben Fleming, is among those who see a lessening of student enthusiasm for the extreme-radical approach. "I believe the violence and force will soon pass, because it has so little support within the student body," he told an interviewer. "There is very little student support for violence of any kind, even when it's directed at the university."

At Harvard University, scene of angry student protests a year ago, a visitor found a similar outlook. "Students seem to be moving away from a diffuse discontent and toward a rediscovery of the values of workmanship," said the master of Eliot House, Alan E. Heimert. "It's as if they were saying, 'The revolution isn't right around the corner, so I'd better find my vocation and develop myself.' "

Bruce Chalmers, master of Winthrop House, saw "a kind of antitoxin in students' blood" resulting from the 1969 disorders: "The disruptiveness, emotional intensity, and loss of time and opportunity last year," he said, "have convinced people that, whatever happens, we must avoid replaying that scenario."

A student found even more measurable evidence of the new mood: "At Lamont Library last week I had to wait 45 minutes to get a reserve book. Last spring, during final exams, there was no wait at all."



Despite the scare headlines, a mood of cautious optimism

Many colleges have learned a lot from the disruptions



1980! PARTIALLY UNDERLYING THE CAUTIOUS OPTIMISM is a feeling that many colleges and universities—which, having been peaceful places for decades, were unprepared and vulnerable when the first disruptions struck—have learned a lot in a short time.

When they returned to many campuses last fall, students were greeted with what *The Chronicle of Higher Education* called "a combination of stern warnings against disruptions and conciliatory moves aimed at giving students a greater role in campus governance."

Codes of discipline had been revised, and special efforts had been made to acquaint students with them. Security forces had been strengthened. Many institutions made it clear that they were willing to seek court injunctions and would call the police if necessary to keep the peace.

Equally important, growing numbers of institutions were recognizing that, behind the stridencies of protest, many student grievances were indeed legitimate. The institutions demonstrated (not merely talked about) a new readiness to introduce reforms. While, in the early days of campus disruptions, some colleges and universities made *ad hoc* concessions to demonstrators under the threat and reality of violence, more and more now began to take the initiative of reform, themselves.

The chancellor of the State University of New York, Samuel B. Gould, described the challenge:

"America's institutions of higher learning . . . must do more than make piecemeal concessions to change. They must do more than merely defend themselves.

"They must take the initiative, take it in such a way that there is never a doubt as to what they intend to achieve and how all the components of the institutions will be involved in achieving it. They must call together their keenest minds and their most humane souls to sit and probe and question and plan and discard and replan—until a new concept of the university emerges, one which will fit today's needs but will have its major thrust toward tomorrow's."

The need now: to work on reform, calmly, reasonably

1980! IF THEY ARE TO ARRIVE AT THAT DATE in improved condition, however, more and more colleges and universities—and their constituencies—seem to be saying they must work out their reforms in an atmosphere of calm and reason.

Cornell University's vice-president for public affairs, Steven Muller ("My temperament has always been more activist than scholarly"), put it thus before the American Political Science Association:

"The introduction of force into the university violates the very essence of academic freedom, which in its broadest sense is the freedom to inquire, and openly to proclaim and test conclusions resulting from inquiry. . . .

"It should be possible within the university to gain attention and to make almost any point and to persuade others by the use of reason. Even if this is not always true, it is possible to accomplish these ends by nonviolent and by noncoercive means.

"Those who choose to employ violence or coercion within the university cannot long remain there without destroying the whole fabric

of the academic environment. Most of those who today believe otherwise are, in fact, pitiable victims of the very degradation of values they are attempting to combat."

Chancellor Gould has observed:

"Among all social institutions today, the university allows more dissent, takes freedom of mind and spirit more seriously, and, under considerable sufferance, labors to create a more ideal environment for free expression and for the free interchange of ideas and emotions than any other institution in the land. . . .

Can dissent exist in a climate of freedom and civility?

"But when dissent evolves into disruption, the university, also by its very nature, finds itself unable to cope . . . without clouding the real issues beyond hope of rational resolution. . . ."

The president of the University of Minnesota, Malcolm Moos, said not long ago:

"The ills of our campuses and our society are too numerous, too serious, and too fateful to cause anyone to believe that serenity is the proper mark of an effective university or an effective intellectual community. Even in calmer times any public college or university worthy of the name has housed relatively vocal individuals and groups of widely diverging political persuasions. . . . The society which tries to get its children taught by fettered and fearful minds is trying not only to destroy its institutions of higher learning, but also to destroy itself. . . .

"[But] . . . violation of the rights or property of other citizens, on or off the campus, is plainly wrong. And it is plainly wrong no matter how high-minded the alleged motivation for such activity. Beyond that, those who claim the right to interfere with the speech, or movement, or safety, or instruction, or property of others on a campus—and claim that right because their hearts are pure or their grievance great—destroy the climate of civility and freedom without which the university simply cannot function as an educating institution."



1980! THAT "CLIMATE OF CIVILITY AND FREEDOM" appears to be necessary before the colleges and universities can come to grips, successfully, with many of the other major issues that will confront them in the decade.

What part should students have in running a college?

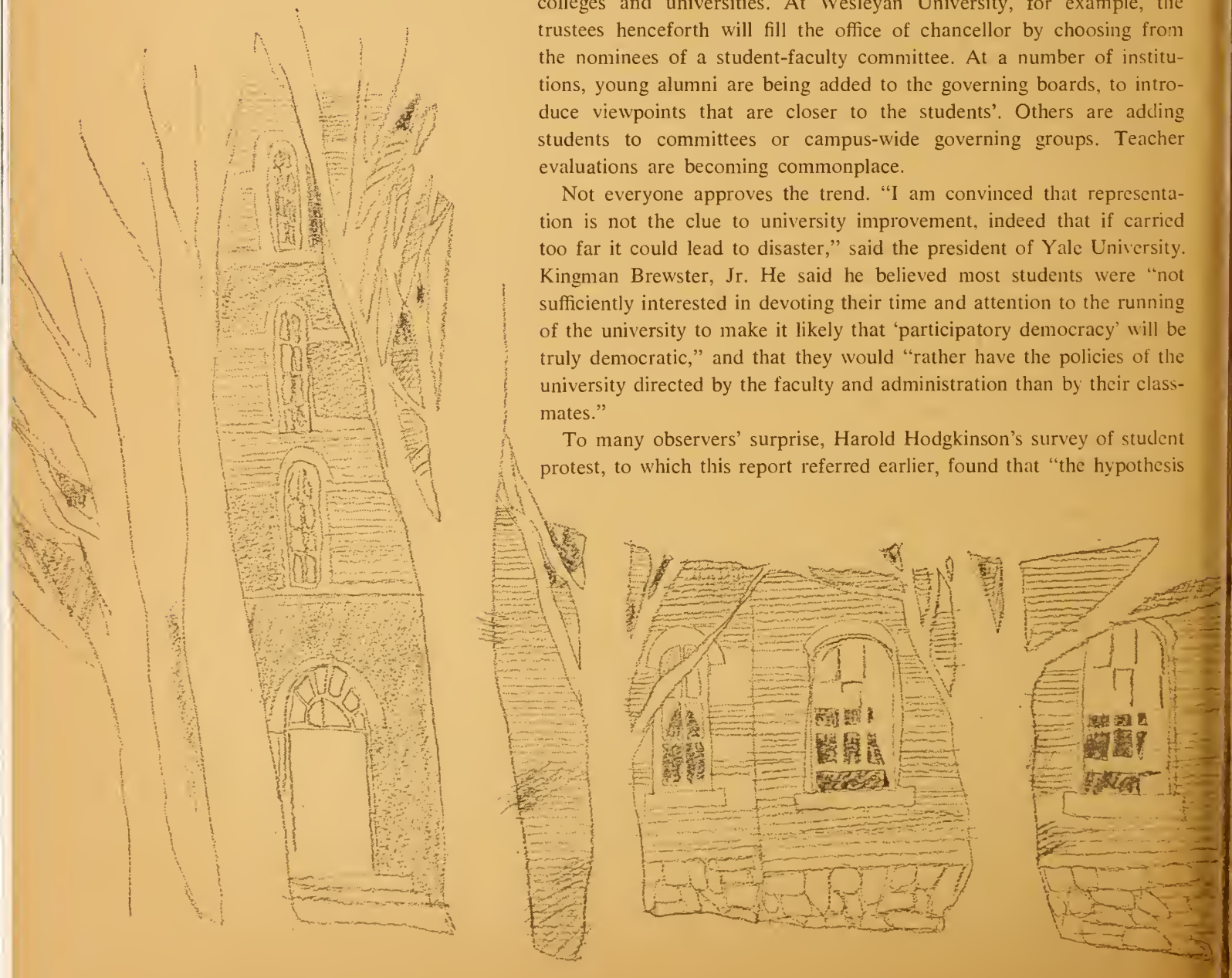
Those issues are large and complex. They touch all parts of the college and university community—faculty, students, administrators, board members, and alumni—and they frequently involve large segments of the public, as well. Many are controversial; some are potentially explosive. Here is a sampling:

► **What is the students' rightful role in the running of a college or university?** Should they be represented on the institution's governing board? On faculty and administrative committees? Should their evaluations of a teacher's performance in the classroom play a part in the advancement of his career?

Trend: Although it is just getting under way, there's a definite movement toward giving students a greater voice in the affairs of many colleges and universities. At Wesleyan University, for example, the trustees henceforth will fill the office of chancellor by choosing from the nominees of a student-faculty committee. At a number of institutions, young alumni are being added to the governing boards, to introduce viewpoints that are closer to the students'. Others are adding students to committees or campus-wide governing groups. Teacher evaluations are becoming commonplace.

Not everyone approves the trend. "I am convinced that representation is not the clue to university improvement, indeed that if carried too far it could lead to disaster," said the president of Yale University. Kingman Brewster, Jr. He said he believed most students were "not sufficiently interested in devoting their time and attention to the running of the university to make it likely that 'participatory democracy' will be truly democratic," and that they would "rather have the policies of the university directed by the faculty and administration than by their classmates."

To many observers' surprise, Harold Hodgkinson's survey of student protest, to which this report referred earlier, found that "the hypothesis



that increased student control in institutional policy-making would result in a decrease in student protest is not supported by our data at all. The reverse would seem to be more likely." Some 80 per cent of the 355 institutions where protests had increased over the past 10 years reported that the students' policy-making role had increased, too.

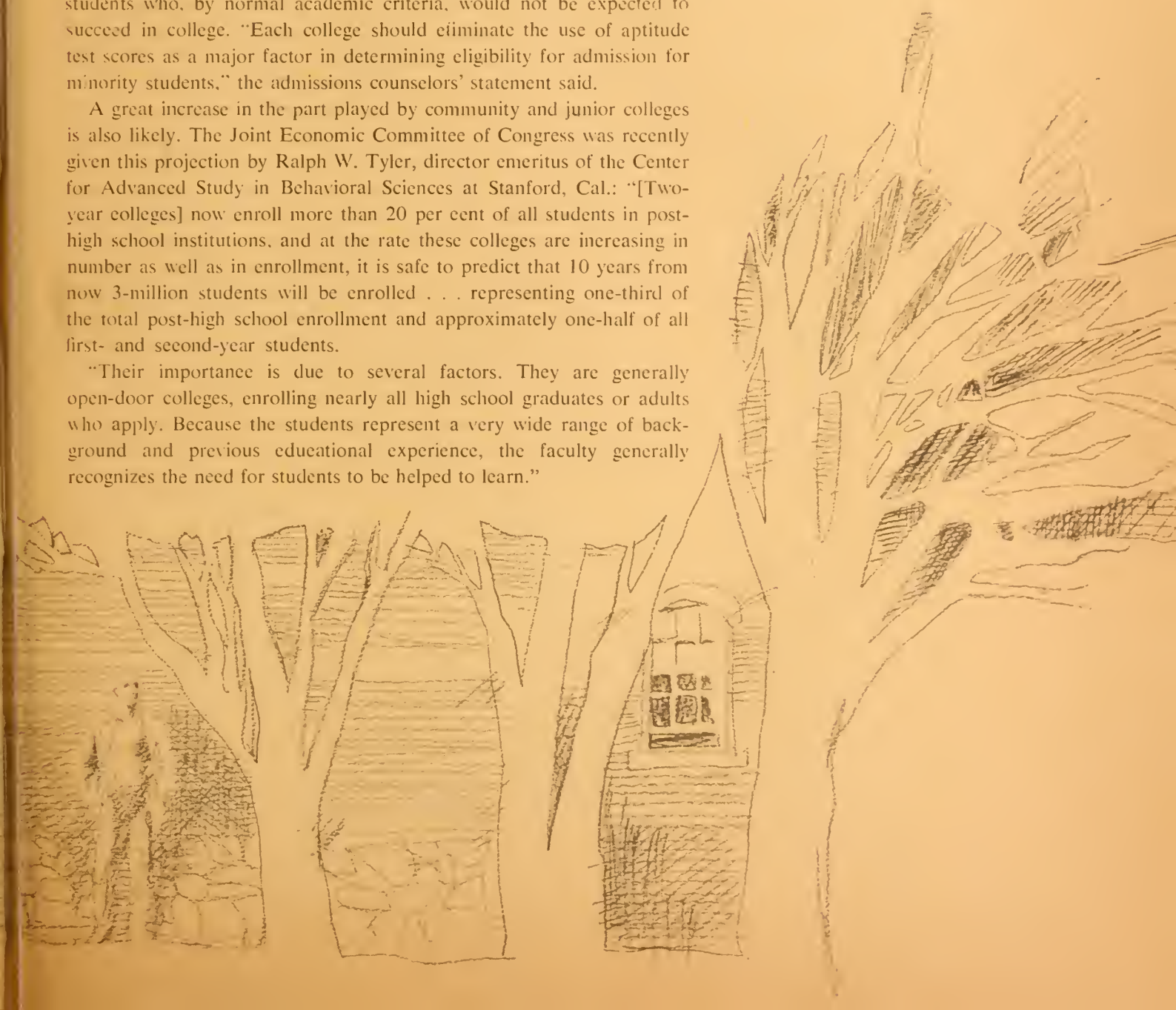
► **How can the advantages of higher education be extended to greater numbers of minority-group youths?** What if the quality of their pre-college preparation makes it difficult, if not impossible, for many of them to meet the usual entrance requirements? Should colleges modify those requirements and offer remedial courses? Or should they maintain their standards, even if they bar the door to large numbers of disadvantaged persons?

What about the enrollment of youths from minority groups?

Trend: A statement adopted this academic year by the National Association of College Admissions Counselors may contain some clues. At least 10 per cent of a college's student body, it said, should be composed of minority students. At least half of those should be "high-risk" students who, by normal academic criteria, would not be expected to succeed in college. "Each college should eliminate the use of aptitude test scores as a major factor in determining eligibility for admission for minority students," the admissions counselors' statement said.

A great increase in the part played by community and junior colleges is also likely. The Joint Economic Committee of Congress was recently given this projection by Ralph W. Tyler, director emeritus of the Center for Advanced Study in Behavioral Sciences at Stanford, Cal.: "[Two-year colleges] now enroll more than 20 per cent of all students in post-high school institutions, and at the rate these colleges are increasing in number as well as in enrollment, it is safe to predict that 10 years from now 3-million students will be enrolled . . . representing one-third of the total post-high school enrollment and approximately one-half of all first- and second-year students.

"Their importance is due to several factors. They are generally open-door colleges, enrolling nearly all high school graduates or adults who apply. Because the students represent a very wide range of background and previous educational experience, the faculty generally recognizes the need for students to be helped to learn."



Negro institutions: what's their future in higher education?



► **What is the future of the predominantly Negro institutions of higher education?**

Trend: Shortly after the current academic year began, the presidents of 111 predominantly Negro colleges—"a strategic national resource . . . more important to the national security than those producing the technology for nuclear warfare," said Herman H. Long, president of Talladega College—formed a new organization to advance their institutions' cause. The move was born of a feeling that the colleges were orphans in U.S. higher education, carrying a heavy responsibility for educating Negro students yet receiving less than their fair share of federal funds, state appropriations, and private gifts; losing some of their best faculty members to traditionally white institutions in the rush to establish "black studies" programs; and suffering stiff competition from the white colleges in the recruitment of top Negro high school graduates.

► **How can colleges and universities, other than those with predominantly black enrollments, best meet the needs and demands of nonwhite students?** Should they establish special courses, such as black studies? Hire more nonwhite counselors, faculty members, administrators? Accede to some Negroes' demands for separate dormitory facilities, student unions, and dining-hall menus?

Trend: "The black studies question, like the black revolt as a whole, has raised all the fundamental problems of class power in American life, and the solutions will have to run deep into the structure of the institutions themselves," says a noted scholar in Negro history, Eugene D. Genovese, chairman of the history department at the University of Rochester.

Three schools of thought on black studies now can be discerned in American higher education. One, which includes many older-generation Negro educators, holds black studies courses in contempt. Another, at the opposite extreme, believes that colleges and universities must go to great lengths to atone for past injustices to Negroes. The third, between the first two groups, feels that "some forms of black studies are legitimate intellectual pursuits," in the words of one close observer, "but that generally any such program must fit the university's traditional patterns." The last group, most scholars now believe, is likely to prevail in the coming decade.

As for separatist movements on the campuses, most have run into provisions of the federal Civil Rights Act of 1964, which bars discrimination in housing and eating facilities.

► **What should be the role of the faculty in governing an institution of higher education?** When no crisis is present, do most faculty members really want an active part in governance? Or, except for supervising the academic program, do they prefer to concentrate on their own teaching and research?

Trend: In recent years, observers have noted that many faculty members were more interested in their disciplines—history or physics or medicine—than in the institutions they happened to be working for at the time. This seemed not unnatural, since more and more faculty members were moving from campus to campus and thus had less opportunity than their predecessors to develop a strong loyalty to one institution.

But it often meant that the general, day-to-day running of a college or university was left to administrative staff members, with faculty members devoting themselves to their scholarly subject-matter.

Campus disorders appear to have arrested this trend at some colleges and universities, at least temporarily. Many faculty members—alarmed at the disruptions of classes or feeling closer to the students' cause than to administrators and law officers—rekindled their interest in the institutions' affairs. At other institutions, however, as administrators and trustees responded to student demands by pressing for academic reforms, at least some faculty members have resisted changing their ways. Said the president of the University of Massachusetts, John W. Lederle, not long ago: "Students are beginning to discover that it is not the administration that is the enemy, but sometimes it is the faculty that drags its feet." Robert Taylor, vice-president of the University of Wisconsin, was more optimistic: student pressures for academic reforms, he said, might "bring the professors back not only to teaching but to commitment to the institution."

The faculty: what is its role in campus governance?





► **How can the quality of college teaching be improved?** In a system in which the top academic degree, the Ph.D., is based largely on a man's or woman's research, must teaching abilities be neglected? In universities that place a strong emphasis on research, how can students be assured of a fair share of the faculty members' interest and attention in the classroom?

Can the quality of teaching be improved?

Trend: The coming decade is likely to see an intensified search for an answer to the teaching-"versus"-research dilemma. "Typical Ph.D. training is simply not appropriate to the task of undergraduate teaching and, in particular, to lower-division teaching in most colleges in this country," said E. Alden Dunham of the Carnegie Corporation, in a recent book. He recommended a new "teaching degree," putting "a direct focus upon undergraduate education."

Similar proposals are being heard in many quarters. "The spectacular growth of two- and four-year colleges has created the need for teachers who combine professional competence with teaching interests, but who neither desire nor are required to pursue research as a condition of their employment," said Herbert Weisinger, graduate dean at the State University of New York at Stony Brook. He proposed a two-track program for Ph.D. candidates: the traditional one for those aiming to teach at the graduate level, and a new track for students who want to teach undergraduates. The latter would teach for two years in community or four-year colleges in place of writing a research dissertation.

► **What changes should be made in college and university curricula?** To place more emphasis on true learning and less on the attainment of grades, should "Pass" and "Fail" replace the customary grades of A, B, C, D, and F?

Trend: Here, in the academic heart of the colleges and universities, some of the most exciting developments of the coming decade appear certain to take place. "From every quarter," said Michael Brick and Earl J. McGrath in a recent study for the Institute of Higher Education at Teachers College of Columbia University, "evidence is suggesting

that the 1970's will see vastly different colleges and universities from those of the 1960's." Interdisciplinary studies, honors programs, independent study, undergraduate work abroad, community service projects, work-study programs, and non-Western studies were some of the innovations being planned or under way at hundreds of institutions.

Grading practices are being re-examined on many campuses. So are new approaches to instruction, such as television, teaching machines, language laboratories, comprehensive examinations. New styles in classrooms and libraries are being tried out; students are evaluating faculty members' teaching performance and participating on faculty committees at more than 600 colleges, and plans for such activity are being made at several-score others.

By 1980, the changes should be vast, indeed.

1980! BETWEEN NOW AND THE BEGINNING of the next decade, one great issue may underlie all the others —and all the others may become a part of *it*. When flatly stated, this issue sounds innocuous; yet its implications are so great that they can divide faculties, stir students, and raise profound philosophical and practical questions among presidents, trustees, alumni, and legislators:

One great question will tower above all others

► **What shall be the nature of a college or university in our society?**

Until recently, almost by definition, a college or university was accepted as a neutral in the world's political and ideological arenas; as dispassionate in a world of passions; as having what one observer called "the unique capacity to walk the razor's edge of being both in and out of the world, and yet simultaneously in a unique relationship with it."

The college or university was expected to revere knowledge, wherever knowledge led. Even though its research and study might provide the means to develop more destructive weapons of war (as well as life-saving medicines, life-sustaining farming techniques, and life-enhancing intellectual insights), it pursued learning for learning's sake and rarely questioned, or was questioned about, the validity of that process.

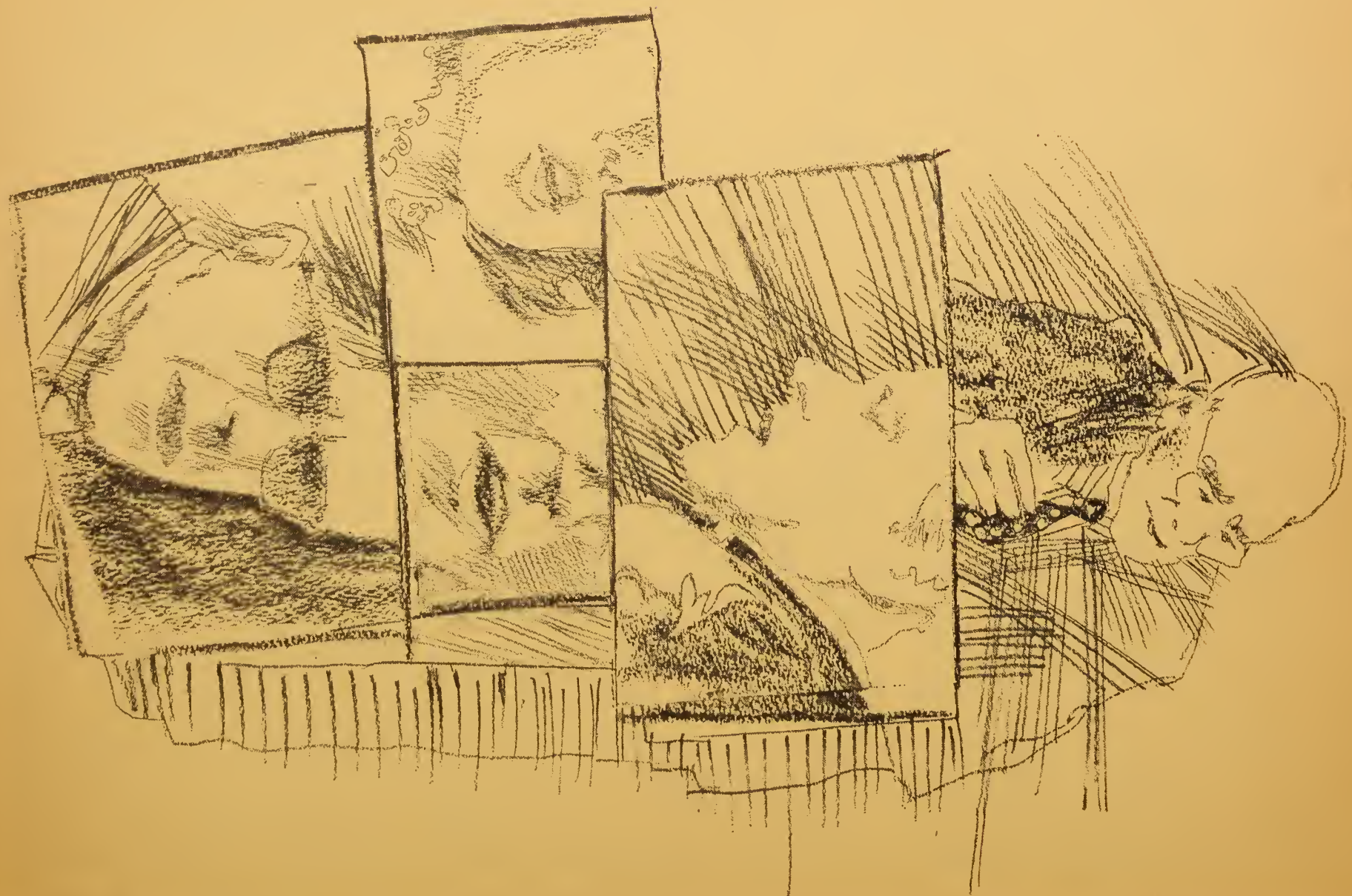
The college or university was dedicated to the proposition that there were more than one side to every controversy, and that it would explore them all. The proponents of all sides had a hearing in the academic world's scheme of things, yet the college or university, sheltering and protecting them all, itself would take no stand.

Today the concept that an institution of higher education should be neutral in political and social controversies—regardless of its scholars' personal beliefs—is being challenged both on and off the campuses.

Those who say the colleges and universities should be "politicized" argue that neutrality is undesirable, immoral—and impossible. They say the academic community must be responsible, as Carl E. Schorske, professor of history at the University of California at Berkeley, wrote in *Publications of the Modern Language Association,* for the "implications of its findings for society and mankind." "The scholar's zeal for truth without consequences," said Professor Schorske, has no place on the campus today.

Julian Bond, a Negro member of the Georgia state senate, argued





the point thus, before the annual meeting of the Ameriean Counеil on Edueation:

"Man still makes war. He still insists that one group subordinate its wishes and desires to that of another. He still insists on gathering material wealth at the expense of his fellows and his environment. Men and nations have grown arrogant, and the struggle of the Twentieth Century has continued.

"And while the struggle has continued, the university has remained aloof, a eenter for the study of why man behaves as he does, but never a center for the study of how to make man behave in a civilized manner. . . .

"Until the university develops a politics or—in better terms, perhaps, for this gathering—a curriculum and a discipline that stifles war and poverty and racism, until then, the university will be in doubt."

Should colleges and universities take ideological stands?

Needless to say, many persons disagree that the college or university should be politieized. The University of Minnesota's President Malcolm Moos stated their case not long ago:

"More diffieult than the aetivism of violenee is the aetivism that seeks to convert universities, as institutions, into politieal partisans thumping for this or that ideological position. Yet the threat of this form of aetivism is equally great, in that it earries with it a threat to the unique relationship between the university and external soeial and politieal institutions.

"Specifically, universities are uniquely the place where soeiety builds its eapaeity to gather, organize, and transmit knowledge; to analyze and clarify eontroverted issues; and to define alternative responses to issues. Ideology is properly an object of study or scholarship. But when it beeomes the starting-point of intelleet, it threatens the funetion uniquely cherished by institutions of learning.

". . . It is still possible for members of the university eommunity—its faculty, its students, and its administrators—to participate fully and freely as individuals or in soeial groups with particular political or ideological purposes. The entire concept of aeademic freedom, as developed on our eampuses, presupposes a role for the teaeher as teacher, and the seholar as scholar, and the university as a place of teaching and learning whieh can flourish free from external political or ideological constraints.

". . . Every seholar who is also an active and perhaps passionate eitizen . . . knows the pitfalls of ideology, fervor, and *a priori* truths as the starting-point of inquiry. He knows the need to beware of his own biases in his relations with students, and his need to protect their autonomy of ehoice as rigorously as he would protect his own. . . .

"Like the individual seholar, the university itself is no longer the dispassionate seeker after truth once it adopts eontroverted causes which go beyond the duties of scholarship, teaching, and learning. But unlike the individual seholar, the university has no colleague to light the fires of debate on controverted public issues. And unlike the individual scholar, it cannot assert simply a personal choiee or judgment when it enters the field of political partisanship, but must seem to assert a corporate judgment which obligates, or impinges upon, or towers over what might be contrary choiees by individuals within its community.

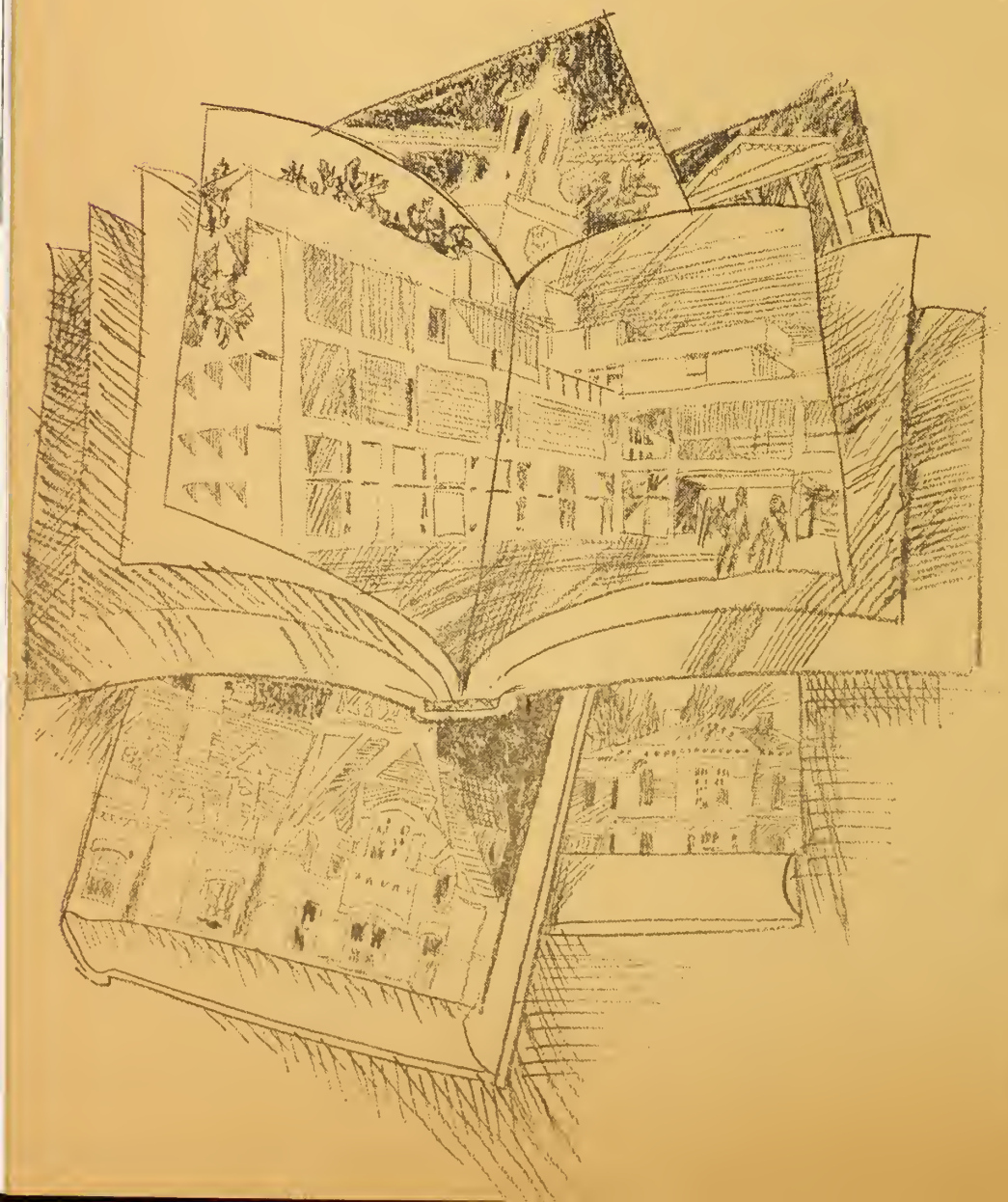


"To this extent, it loses its unique identity among our social institutions. And to this extent it diminishes its capacity to protect the climate of freedom which nourishes the efficiency of freedom."

1980! WHAT WILL THE COLLEGE OR UNIVERSITY be like, if it survives this tumultuous decade? If it comes to grips with the formidable array of issues that confront it? If it makes the painful decisions that meeting those issues will require?

Along the way, how many of its alumni and alumnae will give it the understanding and support it must have if it is to survive? Even if they do not always agree in detail with its decisions, will they grant it the strength of their belief in its mission and its conscience?

Illustrations by Jerry Dadds



The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a nonprofit organization informally associated with the American Alumni Council. The editors, it should be noted, speak for themselves and not for their institutions; and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission.
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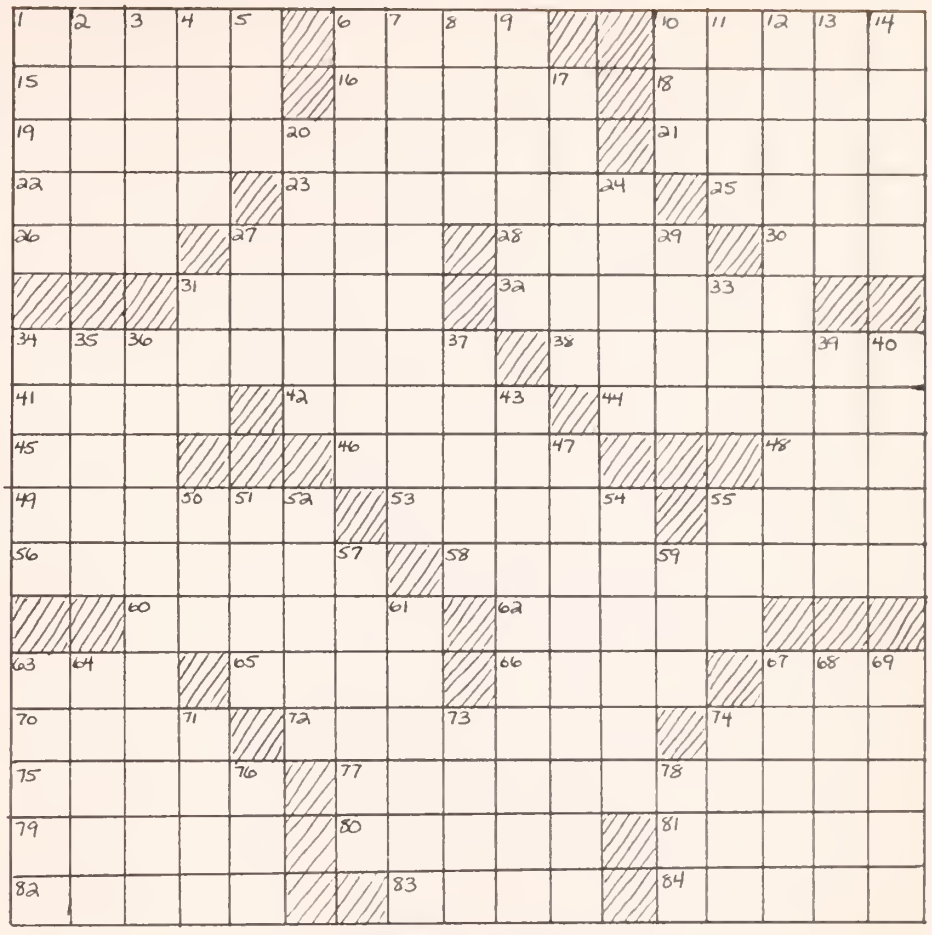
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PUZZLE

Just for You!

by

DR. EUGENE MALESKA
ASSISTANT SUPERINTENDENT
NEW YORK CITY SCHOOLS



Solution may be found on page 37.

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78 "The Conning Tower" writer

The Rhetoric of the Press

". . . The Las Vegas *Free Press* is dedicated to total freedom of thought and expression. Someday, we believe, freedom will be universal and absolute . . . Among the highest values, by our view, are included love, joy, understanding, beauty, knowledge, honesty, excellence and courage."

January 1, 1970
Las Vegas Free Press
Las Vegas, Nevada

* * *

"Peace Is Not Healthy For Boeing and Other Growing Industries."

Underground Press Syndicate

* * *

"The critical importance of ecology as a continuing course of political opposition in America comes from the realization that as power and control are increasingly consolidated in the hands of a very few the parameters of control are increasingly expansive—so that the very conditions which support life on this sphere, the air we breathe, the water we drink and the land we walk upon, are now the objects of political management. These are not matters of esthetics, frills or the privilege of the middle class, but issues of survival. The rapid and unprecedented destruction of our global life—support systems—uniquely the result of American success as a world power—now threatens the very ability of the planet Earth to sustain life.

The economy of war is expensive, continually requesting and providing for more: more weapons, more goods, more profit, more war. This is in direct contradiction to the basic processes of nature, which move toward balance and harmony . . . In society, the products of war and destruction cannot be re-cycled without destroying the very process itself. Production is geared toward surplus and waste, toward independence rather than interdependence . . . War makes of the Earth a place unfit for life. It is biocide—the wholesale destruction not only of man, but all life."

Ecology
Barry Weisberg
The Astral Projection
January 1970
Albuquerque, New Mexico

* * *

"Dayton's Women's Liberation Movement was born as another assault on a society which requires for its existence a dominant class of white males and an oppressed class which includes black men and all women. It is against a system which forces men and women into roles based on sex for the sole purpose of maintaining the system. Women's Liberation realizes that men are oppressed by this system too, although not to the degree that women are, and that it is the phony *masculinity* image imposed on the male which makes him oppress women."

December 1969
Minority Report
Dayton, Ohio

* * *

"The total environment in America is transformed into an intense, unending message to buy."

December 1969
Burning River News
Cleveland, Ohio

If the pulse of a civilization can be felt through its journalism, historians at some future date will probably view the 1960's as an era of tremendous social conflict.

Never in the history of our nation have people been so forcefully opposed to governmental policies and so vocal at the same time. America's streets felt the pattering feet of demonstrators protesting what they called an immoral and illegal war while blackmen in the nation's leading cities shed their blood while fighting deplorable inner-city conditions.

It seems that the 1960's was the decade when it all reached a boiling point—and the distress signals started to come out of the pressure cooker.

Historians will easily be able to reconstruct the era. The newspapers, transcriptions, films and recordings are all there. The stories of Newark, Harlem and Watts—they'll all be found in print.

The mood and feeling of these stories may be lost. How will historians be able to determine what the strange minority of bearded draft resisters thought, circa 1967? What did ghetto education mean to a 12-year-old? Who really organized mass protests throughout the nation? Social historians will have to theorize.

Probably a significant clew to the inner feelings of America's dissident minority will be found in brightly-colored underground newspapers, so much a part of the beat and hippie movements of the past decade.

What the middle-class found in The New York Times, the nation's idealistic youths found in their underground newspapers, and then some. Politically-motivated turned their noses up at "establishment dailies" which they claimed were biased and aimed at preserving "a two-faced, reactionary system," according to radical writer Alan Shapiro.

Shapiro, a 23-year-old college dropout, claimed recently that underground newspapers "serve as the backbone of this country's protest movement." The bearded writer added that "papers like the Times constantly feed its readers a steady diet of one-sided garbage."

For protesters like Shapiro, the underground presented what they wanted to hear—what their comrades were doing to hit the establishment around the country. Papers with odd-sounding names—like Apple Pie, Rat, Mother and Freep—sprung up and died off in a matter of weeks. The papers told

Radicalizes Students

by
DAVID M. LEVINE
Editor-in-Chief
Montclarion

of marches, news of draft-card burnings, sit-ins, rock music and drugs.

Each paper was on thin financial ice. College students pooled their money together to put out one or two issues of a multicolored, tabloid-sized newspaper, "because we want to say something," said Jean Novik, associate editor of the short-lived Peer Review, published by a clique of California college students.

Most papers never last too long, even the so-called successful ones. For the social historian of the 21st century, an analysis of establishment publications stacked against underground newspapers should produce volumes on our social mores.

Whatever "establishment dailies" did, the underground press did just the opposite. While the dailies wouldn't publish obscenities in most cases, the underground would be free with their language. "It's necessary to communicate that way," Shapiro remarked.

The underground did their thing. They printed what they wanted, how they wanted it with little regard for any journalistic ground rules. At one point, California underground publisher, Leon Fulton, reported that these papers had an estimated readership of 17 million a week.

The concept of the underground press is nothing new. The first newspaper printed in the United States can be classified as an underground gazette. Publik Occurrences, edited by Benjamin Harris in 1690, was forced to halt publication "for printing without authority," according to Boston officials of the time. And Arthur Schlesinger, Sr. in his book "Prelude to Independence" pointed out that there was a "fugitive press" that existed in the colonies during the revolutionary period. One of the editors of these "fugitive" papers was James Franklin (Ben's brother), who was jailed for criticizing royal government officials.

But the underground publishers of the 60's were a bit more sophisticated with modern technology on their side. Through the photo-offset printing method, underground newspapers could be printed for as little as $500 for 3,000 copies. The process also allows for more creativity in layout and color printing is easier.

Underground publishers have also developed their own news syndicate, a low-keyed United Press International for left-leaning newspapers. Named the Liberation News Service, the organization pro-

"A war of attrition becomes a war of genocide when your enemy is the people. The massacre of Song My was not a fluke. It rests well within overall U.S. policy in Vietnam . . . The only strategy the U.S. could have chosen to fight the Vietnamese People's War is one they chose: to destroy the people, their culture, their land."

January 1970
Ann Arbor Argus
Ann Arbor, Michigan

* * *

"Parental discipline is the gateway to knowledge . . ."

January 5, 1970
Spiro T. Agnew
Bay Area Free Press
Tampa, Florida

* * *

"The Tucson area police—cops or pigs?

In many communities the police have become the enemies of the young, the poor, and the black. They have forgotten they are human and they treat other people as though they were animals."

December 10, 1969
Druid Free Press
Tucson, Arizona

* * *

"If you—the jury, the Establishment, and the Political System—hang the Chicago Eight, then remember that 'the cop who done all the sluggin' wasn't necessarily doing what the Law Books call: 'the right and just thing at the right and justified moment.' "

December 3, 1969
Dallas Notes
Dallas, Texas

* * *

"If drug problems were viewed by authorities as medical problems, treatment would be at least the first priority, if not the only one. The trouble is that authorities cannot see human problems, only criminal ones, and so to them all drug problems are legal ones and must be responded to with arrest and prosecution."

February 5, 1970
Street Journal
San Diego, California

* * *

"We Americans have a tendency to equate growth with progress. We think that every time we build a new dam or highway we have made some progress. It never seems to occur to us that instead of making progress we are barely keeping even."

January 29, 1970
Williamette Bridge
Portland, Washington

* * *

"Are the universities and high schools providing an education? Or are they just molding another generation of the oppressed?"

May 1970
ABAS
Newark, New Jersey



Underground newspapers are widely distributed among the young of America. These publications are calling for the restructuring of this nation.

vides coverage of student power and political movements throughout the country. The numbers are conflicting, but it's estimated that some 500 papers use LNS, including the New York Times and CBS. "They like to keep tabs on us," said a Liberation spokesman.

A recent press release from LNS headquarters at Claremont Ave., New York, notes:

"The (LNS) staff disdains 'objectivity' as a mask of the establishment to hide . . . bias." Consequently, the news offered by LNS is highly selective, offering on-the-scene reports of unrest worldwide. Cuban cartoons and film reviews, draft-resistance news, reports from Saigon and Havana and what the SDS is up to nowadays are all part of LNS's news realm.

"Some editors have subscribed, because they consider themselves part of the movement for radical change," cites George Cavalletto, a Liberation staffer. "Liberation," he says, "has access to news sources unavailable to the mass media," Cavalletto went on to say. "And we do muckraking you wouldn't find in the establishment media."

Established in 1967, LNS originally handled in-depth features. But as their clients shifted from magazines to newspapers, LNS changed their editorial policies. They're now offering news articles and short features.

Editorializing and liberal usage of four-letter words is common in their news releases. A recent example:

"SHIT BY ANY OTHER NAME"

"Washington, D.C. (LNS)—The infamous House Un-American Activities Committee (HUAC) will soon change its name to House Internal Security Committee. Rep. Richard Ichord of Missouri, who is feeling insecure, requested the change in order to clear the way for the forthcoming investigation of SDS, which is pro-American in nature."

Liberation's news staff at New York numbers about 15 persons, but LNS correspondents are stationed around key college campuses.

The story of the underground press does not end with the 1960's. The independently-published, politically-oriented undergrounds are rapidly declining, many college-supported newspapers have adopted radical formats. "It's for shock value," one college editor admitted. And, according to freelance writer Diane Divoky, there exists a new breed of high school newspaper—a network of 500 underground anti-establishment high school papers.

The underground. It's a product of its times.

A View of the Crisis in Literary Study Today

by
JOHN T. SHAWCROSS
UNIVERSITY OF WISCONSIN

Perhaps the most engaging problems for the student of literature today are the value of humanistic study and its corollary, the best means to ensure communication of what value is perceived. We hear much about relevance in education, much about method and procedure, much about commitment to the world about us. The reasons for the assault on frankly older approaches and substance are varied: sociological, economic, psychological, ideological; and often the assault is a result of the effects of propaganda: the bandwagon appeal, the glittering generality, the puppeting of a "testimonial," etc. But two striking practices have helped create these assaults on literature as a discipline, it seems to me, and until those of us who are concerned with this specific component of the larger problem have nullified these two practices, we are going to be faced with an even more devastating disruption in humanistic study.

Unavoidable today is the realization that the study of literature has commonly devolved into a study of "facts" and minutiae and intensive reading (teachers and students still call it "new critical" reading) of a "literary" work. This is both the reason for and the result of the emphasis on preparing the student for a test which will supposedly ensure his ability to proceed to the next stretch of road: the secondary school prepares for college (even those who will not be going to college), the undergraduate college prepares for graduate school, and the graduate school prepares students to teach those things they must know to be able to get their students on the same rutted track. Not only, however, are teachers guilty of this attitude but so are students —or at least there are still many who are guilty. Part of the assault from those who recognize that something is wrong is a result of this emphasis on preparation, on "factual" tests, on the literary work as isolated artifact, on the narrow interpretation of "literature" as that which fairly obviously can be categorized as poem, novel, or play, and on the frequently warmed over lecture notes derived often from some class in which the now-teacher played his role as then-student.

The complaints against education which the preceding paragraph tries to epitomize are not new. But that does not make them any less real and influential. Where to start nullification of these practices is a mere guess: through individual action, through revision of individual school (or department) programs, through professional organizations, through newly-created groups which take on such responsibility, through governmental action where appropriate, through all of these as simultaneously as possible. Today, since so little has been done through school or departmental programs, professional organizations, or governmental action, the individual teacher is sometimes doing his own thing and running afoul of authority, and somewhat militant groups have arisen to challenge the controlling forces of education. Aside from the polarization which these movements create, I worry about the loss of value in literature which these movements seem to engender because of only an opposed emphasis, since I can not believe that the answer lies in any extreme position, and because of a lack of knowledge and perspective on the part of some of the movers. Examples always make clearer the abstract statement, and though my discussion and examples concentrate on literature and those areas of literature which most interest me, it seems clear that my remarks can be adjusted to other disciplines, such as those which readers of the *Alumni Forum* pursue.

To younger people relevant means temporal. They don't recognize this and they won't admit it, but it is easily demonstrable. I don't mean just the short-lived attention of the teenager which the demise of certain rock musicians, television shows, movie actors, fashions, attests, but rather what is pertinent here, the undergraduate and graduate student's turning away from Eldridge Cleaver as

author and savant (for it has begun), from Bob Dylan and at least a little from Rod McKuen as deathless poets, from Ken Kesey and Brian Moore. Some know about Kerouac (who's now dead even literally), Ferlinghetti and Olson (though they have not really read them), and Brecht. But few now find in these immediately past culture heroes (and I imply no evaluative slur on any of the preceding except Dylan and McKuen) what should continue to be relevant if they ever really were. Relevance is not temporalness: it has meaning for the present, it had meaning for the past, and it will have meaning for the future. There may be in anything that is relevant a temporal quality that has immediacy to a situation and is constituted by that situation, and it may be this which attracts various people (who at least at that specific time are not being intellectually driven by the situation). Yet if all a work of art has going for it is such temporality, it is not truly relevant.

The view that John Dryden's "Absalom and Achitophel" is out-of-date, because it deals with a political situation three hundred years ago illustrates my point. The temporality of the poem is part of history: whether one thinks it had as much effect on history as some claim, and whether we can today fully resurrect all allusions and conditions prompting Dryden's invective are of lesser importance except to the scholar who may thereby learn more about the age, the man, and the dynamics of controversy. All that is temporal in isolation. But all that is what is so often taught in the classroom and tested on the "qualifying" exam. I am reminded of a colleague (true story!) who could not understand what would be taught in a course in Shakespeare if one used an annotated text.

What is relevant in Dryden's poem is the characterization of the political adviser whose aims are self-aggrandizement, the machinations which can be successfully perpetrated, the gullibility of variously-persuaded minds, the use and abuse of contemporary crises, the inadequacy but apparent necessity of the acceptance of an alternative (for read carefully, the poem does criticize Charles II's reign and world), the forces of disruption which are always at work. It reads like a roll-call of political pitfalls we experienced in the last election—any last election. I daresay our youth can learn more from a full study of "Absalom and Achitophel" than they can from the latest copy of *Time* or the most recent speech of Bobby Seale.

But the temporal and the relevant should not —can not really—be divorced. Here, however, I do not mean temporal as of the moment but rather of the immediate context. I do not mean simply knowing that Corah represents Titus Oates, who was instrumental in raising the terror of a Popish Plot (read Joe McCarthy and Communism or Abbie Hoffmann and the New Left), but knowing why such a plot could provoke terror, why such a plot could be thought feasible, how or why Oates was tricked into making his charges, what the religio-political situation was at the time and its residue of influence in the religio-political establishment of England today. This means putting the poem into its temporal context to understand more firmly its relevance. It does not mean knowing only that Zimri was Buckingham, or that it was written in 1681, or that it advanced the cause of the heroic couplet and satire, or that the narrative source was 1 Kings. These things are not to be eschewed, but they are not essential; they should be put into their proper perspective as details encompassed by larger issues. They may become more essential as we move up the educational ladder, but the complaint of some students today is, as the popular song asks, "Is that all there is?"

I should like to present two typical course approaches which I hope illustrate the value of humanistic study and the means of communicating that value. One approach remains entirely within the literary work; the other moves through many works, their contexts, and the interaction or reaction of one to another. The latter should also suggest that "literature" is not a narrow word, reserved only for "creative writing" (whatever that means).

One of the most relevant pieces of literature today is John Milton's "Paradise Lost." It is relevant because it examines evil and goodness raw, evil's images and types, goodness's impairment and loss. It allegorizes the forces not only of evil (Sin and Death) but of good (Love and Works) as well. We see the falsity of the demagogue plain: Satan's falsifies facts (e.g., the number of rebellious angels), he applies his own values and motives to others (God "extorts" according to him), he drifts from one persuasion to another (God is omnipotent, but the strength of his power was not known until tested, although it was better to challenge and lose as was expected than to submit to his demands of love—faith and obedience), he implants his desires in agents (like Beelzebub) who set up a dramatic scene for his martyristic pose, he contradicts himself and self-deceives (note his alternating hope and non-hope). He is a clear example of Freudian death-wish, and his dream psychology is in sharp contrast with

the dream vision which informs Mankind throughout the poem. In balance is the Son whose action counters each of these epitomes of Satan, and finally readers of the poem are recognizing the Son in this role. But of more significance perhaps for the rebellious forces appearing on campuses today—although the Son's example of obedience because of love implies both faith and works such as we hear bruited in slogans like "God Is Love" and "Make Love, Not War"—is the concept of the paradise within which Michael tells Adam man can now achieve, aware of the nature of evil and its effects. Ultimately the paradise within is true love, that is, *caritas* or brotherly love, love for all others without envy and pride. This is what the younger today are talking about, although they sometimes don't always understand themselves and sometimes take unusual ways of showing it. There are still those, I suppose, who can read Satan as hero against imperialistic forces, but such a thought probably derives from a cursory reading of only some of the poem, perhaps only Books I, II, and IX. We don't have to accept God's existence to accept Milton's point of love, a thesis underscored on every page by a metaphor of bodily love and its creational result.

There is, however, a problem that inheres in the view of literature as relevance. I shocked a class a few courses ago by saying that I did not read literature for ideas. My definition of "literature" here was the common one of evocative, rather than referential, writing: for, of course, I read philosophy and sociological studies for ideas and the evidence which validates such ideas. But I do not *now* read literature *for* ideas, for we must recognize that the ideas which we get out of such reading arise from our prior thought, inchoate and confused though it may have been before reading that novel or poem or play. When we are young, we receive guidance in eliciting such ideas from the literature we read—or we should. And possibly as we move into higher educational circles less guidance is necessary. Still it is the teacher (formal conductor of a class or otherwise) who reveals or helps reveal the substance of a work of art by eliciting that latent knowledge from his student. On the lower educational scales such revelation is more pronounced although the student thinks he was told. Part of the problem that humanistic study has been experiencing, it seems to me, is a result of two opposing factors related to the above. Too many teachers I suspect "tell" their students what a work is all about, and that gets no happy response from the thoughtful, and too many students have been conditioned to expect to be told things they can put down in a notebook, cram for a test, and proceed to forget as the disparate bits of minutiae they are. One doesn't summarize a work like "Paradise Lost" in a sentence or paragraph. If one could, why read the original?

A further problem which exists in the study of literature, whether as relevance or not, is the frequency of narrow view of a work. Although I have read all of Milton's poems numbers of times, I try to enter every class in expectation that I'll learn something new about any of them, for it is through the students' prior thought being revealed that one is able to see new approaches or to learn something new about a work. I do not read literature for ideas, but in reading literature with others I find that ideas are revealed to me as teacher as well as to them as students. What we must watch out for is that we do not narrow a work to only its relevance, a circumstance that I have seen occurring with some younger teachers.

What I read literature for is a sequential question to the comments above. I read it as esthetic experience, as literary artifact although not in isolation, as the product of a mind and the product of an age or context, as a summarizer of the past and/or as the herald of the future. Great works like "Paradise Lost" are most or even all of these things at once, and I would say the same for Ginsberg's "Howl" and Cleaver's "Soul on Ice." The way to recognize this is not just to talk of Cleaver's relevance: look at its structure and its tone and its "build" of subject and attitude. Or look at the movie "Easy Rider" and recognize "Captain American," and "Kit Carson" and all the cemeteries all along the way, and the trip in the French cemetery in New Orleans, created to ensure that the natural action of the water on the earth would not wash away the ashes of former lives.

My other typical course approach centers on political documents of the seventeenth century. This may sound like a different kind of history course, one using original materials as texts, and in a way it is. For we have moved away from the exclusive separateness of disciplines, even if some college departments haven't realized it yet. I would study in this course the substance of ideas in significant works, the contexts out of which they arose (implying action and reaction of one on another as well as the political, economic, and social milieus), their relevance for succeeding ages, the present and the future, the techniques of argumentation as well as the style and rhetoric, and I would attempt to evaluate each in these terms. (I might stop to ask

why teachers are so loath to evaluate? Well presented, the teacher's opinion is not simply going to be taken over by the student unless we have created such docility, such unchallenging sponges.) The works I would use are Sir Robert Filmer's *Patriarcha*, a major statement of the conservative view of governmental as a parental figure; Milton's *The Tenure of Kings and Magistrates*, a work devoted to the responsibilities of kings and of people when kings fail; Hobbes' *Leviathan*, a different and most influential view of the social contract; Filmer's *Observations Concerning the Originall of Government, upon Mr. Hobs Leviathan. Mr. Milton against Salmasius* [etc.], first published in 1652 during the Interregnum; Gerard Winstanley's various works in which the communal life is under experiment and in which he philosophically argues for the development within man of what we have previously mentioned as Milton's "paradise within;" Milton's last-ditch compromise entitled *The Ready and Easy Way to Establish a Free Commonwealth*, published on the eve of the Restoration; John Locke's *Two Treatises*, in which he takes off after Filmer and Hobbes; and Sir James Tyrrell's *Patriarcha non Monarcha*, provoked by the frequent reprinting of Filmer's tracts in the late 1670's and early 1680's. Such works have much to tell us about the age and the background against which poems like "Paradise Lost," "Paradise Regain'd," and "Absalom and Achitophel" were written. Such works are relevant to any study of eighteenth-century political and social movements (the ideas of Helvetius or Condorcet and the like), and they are relevant to the present issues of our world today. It is, I take it, this kind of course which our present-day students find missing from college catalogues. The value of humanistic study which such a course subtends lies in the differences of views, in the modes of argumentation and influence, in the vision or circumscription of vision which the course will lay before the student to examine and judge. The value lies in an awareness of relativity amongst all things. The value lies in the worth of the printed word. The tracts which I call attention to above are almost all unread today —except perhaps for excerpts once in a while from *Leviathan*. Yet they should not be only part of past history; they have value today but value will not be communicated by only biographical, textual, historical "facts." If that is all there is to literature, we may as well read only encyclopedias.

In the complicated and many-sided crises of today, it is difficult to see specific issues which can be isolated sufficiently for adequate examination. But perhaps the issue of the course in literature can be held—momentarily and tenuously at least—as a form of the educational crisis, and if so, I would hope that the reader agrees with a few of my thoughts presented here. The avenues of team-teaching and interdisciplinary work which my second example suggests are not difficult to walk, and the edifices which my first example can build can have solid foundations which will not crumble in a few years' time. Whether we are part of the educational world or not, we all must help build the community of streets and houses in which we live.

Continued from Page 16

3. In the light of unlimited demands and limited resources, what goals and priorities should be fixed for the state colleges?
4. How will state colleges simultaneously meet *instructionally* the challenge of numbers and quality?
5. How will the state colleges take advantage of the advanced managerial tools in their efforts to work towards solutions for organizational problems?
6. How will the state colleges increase student and faculty involvement and yet avoid paralysis by analysis?

Above all, the responses to these and other imperatives must be done in the unique style of each institution. At all costs the state colleges must eschew misdirected efforts that would transform them into third-rate "Harvard's" or ersatz "Columbia Teachers College's." Perhaps the advice given to us by Thoreau is applicable to our cause, when he declared "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."

The New Jersey State College community *must* step to its own drummer.

Asking the Ultimate Question

by
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It is a commonplace that, to the modern consciousness, reality is process. Structures which stubbornly resist change are doomed. If, as John Dewey claimed, institutions are habits of organizing our experience, then for the sake of growth and experience they must ever be subject to critical evaluation and transformation in terms of the demands of new experience. Nowhere is this awareness more evident than in the academic community of today. Experience, often running ahead of institutions, is voicing demands that the institutions take a fresh look at their role in human experience, personal and social.

Even the most casual observer at Montclair State during the past couple of years would breathe an atmosphere of change. For some of us, relative newcomers on the faculty, to enter Montclair was to walk into an environment in amazing, at times bewildering, flux. New forms emerge spontaneously all about us, not engineered but as responses to issues arising from a serious reexamination of what the so-called "academic experience" should be. For many, surely, it is a time of confusion, perhaps fear, uncertainty, even disbelief. Is it, after all, change for the sake of change, or is there a goal in view?

The casual and often "official" explanation is that Montclair is changing from a teacher training to a multi-purpose institution. But, surely there is more than this. This functional change is caught up within a wider environmental process of institutional self-evaluation in all areas of our culture. The timing of the official change of function was right: it served as the occasion to ask even more fundamental questions about the aims of education, the role of the educational institution in society, and the function of education in the personal search for self-identity on the part of the student.

The questions arise regardless of whether the institutions assist in their being asked. For the institution which confronts society as a rigid, immobile mass, the questions become charges. But an institution which is aware of its role and which recognizes that it *is* fundamentally the people who engage in it, can ask the questions in the calm of "planning sessions," where student, faculty, and administration can cooperate in mutual attempts to restore and renew authentic academic experience.

It has been said that our age, more than any other, is one in which man is problematic to himself. The problems of alienation, fragmentation, specialization, relevance—all those problems which easily translate into problems of the academic community—are in the air we breathe. Once raised, the questions cannot be put down by fiat.

> *When it is acknowledged that under disguise of dealing with ultimate reality, philosophy has been occupied with the precious values embedded in social traditions, that it has sprung from a clash of social ends and from a conflict of inherited institutions with incompatible contemporary tendencies, it will be seen that the task of future philosophy is to clarify men's ideas as to the social and moral strifes of their own day. Its aim is to become so far as is humanly possible an organ for dealing with these conflicts.*
>
> —*John Dewey*

It was in the midst of the initial stages of such questioning that the needs was realized for the introduction of studies in philosophy and religious thought. For once one opens himself to the truly human problem, then the kinds of questions asked in these disciplines become most relevant. Thus it was that what began in Fall, 1968, as an experiment will in Spring, 1970, become an integral part of the School of Humanities at Montclair State.

Why Philosophy and Religion? It is really a matter of the kinds of questions one is now asking. We still ask questions of careers and salaries, of technical know-how and methodologies; but more and

more we hear questions of meanings, values, life-styles, questions dealing with the ultimate structures and the ultimate concerns of human existence. We begin to realize that there is scarcely a discipline which does not open upon broader questions of the most fundamental meaning, of value, of man, of society and of nature. Questions of power and productivity, yes; questions of means and of methods, of course; but, now also questions of the meaning of power and productivity, of the ends for which the means and the methodologies are worthwhile.

On every front, in fact, we are living in a time of questioning. Man today has, in fact, become a question to himself. Ultimate forms of security and meaning, traditions and social structures, all are today in question. The issue is not really whether they will be questioned, but whether the questioning will be healthy or unhealthy, constructively creative or dangerously destructive. It is by no means a matter of tearing down the given values or structures, but of creative renewal, that kind of renewal which is necessary for the ongoing life of any organism. Whether it is a William James asking whether life is worth living or an Albert Camus claiming that suicide is the fundamental problem of philosophy; whether one is reading Dostoevski's "Grand Inquisitor" or Kierkegaard or Nietzsche or Heidegger or Sartre or Buber or Tillich, one is looking at the role of institutions in their role in relationship to the matrix of authentic human responsibility and ontological meaning.

Philosophy and Religion live by their questions. In a real sense, one might say that their primary function is to keep the ultimate questions open. If a Socrates looked upon himself as a gadfly for his community, it was because he saw the human value of questions which social complacency and fear kept unasked. There is a wisdom of the question —Socrates' "learned ignorance"—which is the condition for the pursuit of that wisdom which alone makes man human.

> *Philosophy is to be studied, not for the sake of any definite answers to its questions, since no definite answers can, as a rule, be known to be true, but rather for the sake of the questions themselves; because these questions enlarge our conception of what is possible, enrich our intellectual imagination, and diminish the dogmatic assurance which closes the mind against speculation; but above all because, through the greatness of the universe which philosophy contemplates, the mind also is rendered great, and becomes capable of that union with the universe which constitutes its highest good.*
>
> —*Bertrand Russell*

But, not just questions. There is healthy and unhealthy questioning, constructive and destructive doubt. A human question should open to the questioner the possibilities of experience, should extend the frontiers of awareness. Thus, it is that one must study as well how other men and other generations attempt to ask and to answer the questions; one must understand and evaluate the answers in the search for an authentically personal response to existence. It is this response which gives authentic life-style as it is the questions themselves which open upon the creative sources of life itself. By their very commitments, then, philosophy and religion must be opposed to indoctrination. Whether one is discussing the philosophical stance of a pragmatist or an existentialist or the tenets of a Buddhist or a Protestant, the aim is insight and appreciation of each as an attempt at coping with the truly human questions of ultimate meaning and value.

Perhaps one may borrow the time-honored metaphor of the tree of knowledge. The branches, each a main area of intellectual inquiry, have their many subdivisions. One may plan as many Divisions and Departments in a university as one can conceive branches and off-shoots of branches. One life, however, flows through all, trunk and branches; and that is the life of man himself. His life sees, and knows and expresses itself through the branches. But deep below the roots sink into the soil where one must, with a Heidegger, ask not only what the deepest roots represent, but beyond that of the meaning of the soil itself. One can come away from an educational process with a bundle of branches and twigs; somehow, somewhere one is supposed to breathe life into them. But no longer are we satisfied with this. When there is a growing request for a more interdisciplinary approach to studies, when it is no longer expected that every course will "pay off" in career results, there is an awareness that the tree must live in the very educational process. The questions must be asked now, not later. And if the questioning is to be called "radical," it should be seen to be so in the etymological meaning of the term. The questioning is aimed at the "roots" which support the life of the branches, the roots which alone give meaning to careers. It is in this context alone that many questions are significant and can find a place in the curriculum: what is the meaning

and structure of human existence; what is the meaning of ultimate concerns; what is the foundation of man's values, ethical and aesthetic; what is the nature of society and the relation of the individual to society; what is the nature and purpose of knowledge; what are the modes of knowing—in brief, what's it all about?

> *Philosophy exists wherever man becomes conscious of his being through thought. Philosophy with a capital letter is an idol: what is real is a kind of life of reflective thought that can and ought to be pursued at every level of human activity.*
>
> *—Gabriel Marcel*

> *Religion is the self-transcendence of the spirit toward what is ultimate and unconditioned in being and meaning.*
>
> *—Paul Tillich*

> *The more real religion is, so much the more it means its own overcoming. It wills to cease to be the special domain "Religion" and wills to become life.*
>
> *—Martin Buber*

Prior to 1968 the specific offering in Philosophy at Montclair were an introductory course offered by the English Department as well as the Philosophy of Education course for candidates for teacher certification. In the various academic disciplines, of course, there was an attempt to broaden perspective by treating philosophical and religious themes as they enter into literature of history. As it became evident that, as they say, Montclair is going "liberal arts," an *ad hoc* committee was formed to plan an experimental program in the areas. There was, it seems, intense speculation, even some wagering on whether the courses would "go." Four courses in each area were selected for testing. Dr. Maynard Rich (then in Psychology and in 1968 to receive his Ph.D. from Drew) would handle courses in religious thought while a "philosophy man" was hired in spring 1968. The very tentativeness of the experiment was evident from the outset. By September, it was still uncertain where to "put" Philosophy. For a newcomer, it was an interesting experience: one sensed a degree of puzzlement—"what's going on?"—but more often, an awareness that this was a sign of serious intent to make something new here. And then there was registration, that test of numbers. In late Spring, 1968, it had appeared that the enrollment would be modest and comfortable —no overload problem. By Fall, 1968, about 450 students had enrolled in the courses. As 1969 came along, further electives were offered, enrollment increased until during the Fall of 1969, approximately 800 students were enrolled in the various course offerings and the faculty had grown to four.

As other departments were forming in Spring, 1968, the program for a Philosophy and Religion Department went forward. Course offerings were expanded, and a major was established in stages from a combined major in both areas to an ultimate major in either area. Realism governed the planning from the outset. For not only must expansion wait on development of student interest, but it is known that neither philosophy nor religion is in itself a career-oriented major at the A.B. level. Expansion of the major, then, would depend on Montclair's own development to the point where more students plan graduate study after college. At present, then, the dominant function of the department is an interdisciplinary one, its offerings chiefly available as humanities electives. A number of students who have taken courses in the department each semester since the inception of the program, see these as enrichment courses and interdisciplinary support for what they aptly call their "bread-and-butter" majors.

Certainly, then, if one can judge by numbers, the Philosophy and Religion area is thriving. During the current academic year approximately 1400-1500 students will be enrolled in all offerings. Electives beyond the Introductory courses register from 30-50 each and range over many fields: ethics, logic, history of philosophy, American philosophy, contemporary philosophy, history of religion, contemporary religious thought, religious literature, depth psychology and religion, religion and culture. More important than numbers, however, is the gradual effect one can sense on the intellectual scene. One begins to notice students "seeing connections" with literature, history, science. One hears more and more, "I never thought of that question," a hopeful sign that the Socratic gadfly is at work.

An interesting development at Montclair has been the program of independent study. The degree of enthusiasm and serious purpose among students for this program is encouraging. In Spring 1970 a regular course offering of independent study in Philosophy has been made available. The students enrolled will range from undergraduates with several courses in Philosophy to graduate students who want to correlate philosophy with their own field of study. One English major will do intensive study of

theories of aesthetics and style, a science major will read in Pragmatism; a graduate history major will concentrate in the Philosophy of the Enlightenment, a math major in the philosophy of mathematics; several will be pursuing philosophical themes in contemporary literature. Each will concentrate on his own "thing," while groups of two or three who share general areas of interest will meet each week to share with each other the results of their work.

Philosophic study means the habit of always seeing an alternative, of not taking the usual for granted, of making conventionalities fluid again, of imagining foreign states of mind.

—William James

The unreflective life is not worth living.

—Socrates

Sometime during 1970 Partridge Hall will open and house Montclair State's School of Humanities. The future development of the Philosophy and Religion areas will be intimately linked to the future of Humanities as well as other Schools on campus. Not only as a major field of study, but as an essential interdisciplinary bond with all disciplines, Philosophy and Religion should continue to grow as long as everyone continues to ask the kind of questions which ultimately make a difference in man's awareness and his self-image. If life is the adventure of creating humanity in all of us, we cannot do without asking the fundamental question of what it is to be a man.

Not the Power Man, not the Profit Man, not the Mechanical Man, but the Whole Man, Man in Person, so to say, must be the central actor in the new drama of civilization . . . If technics is not to play a wholly destructive part in the future of Western Civilization, we must now ask ourselves, for the first time, what sort of society and what kind of man are we seeking to produce?

—Lewis Mumford

Reverie After Rain

This new-born pool will shrivel fast
And die one scarlet day;
The proudest rivers cannot last
When fire demands its way.

But there are springs flame cannot sear;
So liquid-deep they start
That man, if they should disappear,
Is riven at his heart.

I see them here within the face
That gazes back at mine
And seems to float in azure space
Where God and man combine.

EUGENE T. MALESKA

The Sea and Her Scenes

The surf's white spray is caught in the wind,
And falls like a gossamer bridal veil;
And, the tumbling curve of the swelling waves
Is that of a proud and wind-blown sail.

As far horizon, the sun-sparked blue
Gleams brightly toward shore to meet the jade;
And, the undulating, white-frothed water, tosses
And cavorts in play, like a spirited maid.

Like a temptress she woos, but is violent, too,
For the sea is an actress of multiple parts
Who fascinates with strong hypnotic power—
Enacting her scenes with skillful arts.

And, strange is the call of the sea for man—
With the sun, the moon, the clouds and the mist,
The rain, the sea-gulls, and the beat on the beach,
All making her a mistress hard to resist.

BERENICE NICKERSON VANDERBILT

The Roots of Student Rebellion

by
GEORGE IANNACONE
SUPERINTENDENT
PALISADES PARK PUBLIC SCHOOLS

The American College student is presently under constant and almost microscopic observation. His actions are the source of volumes written by psychologists, sociologists, anthropologists, educators, and practically everyone with an opinion. The student is held to be a product of a: (1) permissive society, (2) affluent society, (3) materialistic society, (4) violent society, (5) hedonistic society, (6) double standard society, (7) amoral society, (8) youth-centered society; and infinitim.

Today, we have a greater number of people alive and under twenty-five than ever before, and more of them in college than ever before. Also, we have more colleges teaching a variety of different curricula.

Our society has created an extension of parental care as evidenced by the schools. This extension includes colleges, both undergraduate and graduate. A natural outcome is the fact that responsibility for one's actions has been delayed, and hence our concept of maturity and self-determinism is retarded. This opinion is cogently made by Bennett M. Berger.

> *"The problem of student unrest is rooted in the prolongation of adolescence in industrialized countries. But it should be understood that 'adolescence' is only minimally a biological category, there are only a very few years between the onset of puberty and the achievement of the growth and strength it takes to do a man's or woman's work. As we know, however, culture has a habit of violating nature. Protoadolescent behavior now begins even before puberty (which itself is occurring earlier) with the action—and the orientation—we call 'preadolescent,' while at the other end, technological, economic and social developments conspire to prolong the dependence of the young, to exclude them from many of the privileges and responsibilities of adult life, and therefore to juvenilize them."*[1]

Our students, therefore, are by the structures of this unnatural extension being forced into a "warped" view of society. This results in attempts to break the pattern as seen by changes in dormitory rules.[2] Co-Ed dormitories are on the increase. It also results in the interest in drugs and in some cases dependence upon drugs.

Because of availability, boredom, and prosperity these chemical pollutants are part of the everyday world of the college student.[3] Students then are precluded from the real world of adult life and pushed into fantasy worlds. This push is accomplished by an adult world which unknowingly is drowning its young in an over-abundance of attention and the resultant retarding of maturity.

We find increasingly that articles are published recognizing this point and urging parents to "let go" and realize that part of being mother and father to a child is the ability to stand aside and let that young, wobbly, frail, human youngster learn by falling down and picking himself up.[4]

The final problem considered in this article is that of our increased ease of electronic-mechanical components which seem to reduce human contact and identification. Here again we must sift fact from popular thought. We are a people turned inward, a people who talk, talk, talk increasingly (evidence—radio and T.V. talk shows, radio telephone shows, telephone use, tape recorders, etc.). Russel Baker of the *New York Times* has classified our young people as the "young fogies." Give us an excuse upon which to get "hooked," and it soon becomes the focal point for our troubles which we



Rabbi Jeshaia Schnitzer speaking at peace rally held on the campus of Montclair State College.

must talk about. We are today greater in number, but just as human as we ever were.

I am not surprised by increased student activity in colleges and high schools, since we have long instructed our young people about the need to involve themselves in matters of Government, including the concept of the social contract of Government. Also, in matters expounded by Thoreau and Ghandi concerning civil disobedience and passive resistance.

It is my belief that the solution of many of these problems can be reached so long as persons in authority do not dictate and persons requesting changes do not demand. Certainly, students must realize that the concept of American democracy involves protecting the rights of the minority but also living by majority rule. This means that if a malcontent few find that they cannot gain majority approval of their ideas and then attempt to upset the structures of their society, that they will and should be disciplined by the society at large. Specifically, by that I mean, if a few students having some grievances with school operations are able to project their desires upon the majority, they do not have the license to upset a school to suit their own particular whim. We should teach our citizens that there is a difference between freedom and license.

The position taken by this writer is: Our college students are not very different from any other group of students. They are humans; animals who are transients in time, nature's experiment with a large central nervous system. Because of an increasing safe cocoon-like world cushioned against physical harshness and physical work, we look for any "problem." The young being relatively defenseless, are attacked by an adult community seeking to find itself by focusing on the young, (perhaps a refusal to accept aging and leaving a pleasurable world which continues after we leave). Students want and need parents who are not persons seeking to be their contemporaries, students have the right to have teachers; teachers who want to teach because they love their subject, discipline and are zealous about having others (students) learn also. This means the university is a place where a student learns; he learns of life from *his* society, and he

learns of man's achievements by the formalized curriculum. All that man has done is relevant to the student; its presentation frequently is not. At our colleges, we have an interim stage between adolescence and the real world. We must make sure that the student realizes that college is an interim stage; that the real world of the adult awaits, needs, and wants him. The adult world is not something he can refuse, biologically he *will* age and become part of it, with younger persons pushing him into it. Let us stand aside and let a college student attend his college rather than be an extension of his parents at college. By the same token, let us not fail to extend the discipline which adult authority insists we accept. Discipline defined as a path upon which a goal can be reached, not defined as coercion or punishment.

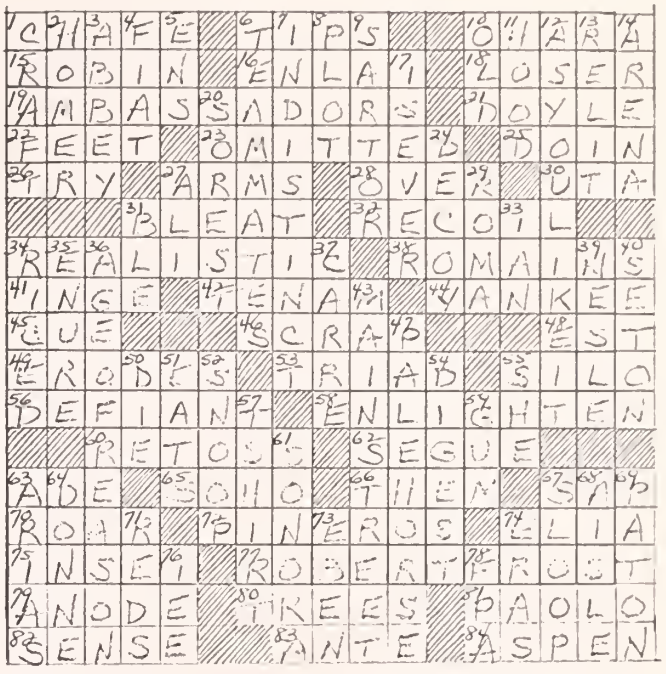
[1] Bennett M. Berger, "The New Stage of American Man, Almost Endless Adolescence," *New York Times Magazine*, November 2, 1969, pp. 32, 33, 131-136.

[2] *Time Magazine*, "Education Section," p. 47.

[3] *Time Magazine*, "Behavior," pp. 68-78.

[4] Rita Kramer, "Phasing Out Mom and Dad," *New York Times Magazine*, November 2, 1969, pp. 95-106.

Solution To Crossword Puzzle
Appearing On Page 21



Summer's Gifts

I'll treasure this day so fair,
summer's gift, perfect, rare;
the air so warm and sweet
brings contentment; I feel replete
with beauty like this to share.

But, you will go, I know;
and storms of sleet and snow
will follow; and, I will creep
and slide, and try to keep
abreast of winter's blow.

I'll long for home and fire,
for sleep where dreams' sweet lyre
brings the melody of a robin's song
and summer memories that belong
to fair days I fain desire.

Though winter has beauty rare,
lovely snow scenes, crispy air,
still, I would rather be
a part of summer's rhapsody,
content with her gifts so fair.

BERENICE NICKERSON VANDERBILT

Transpacific Cultural Diffusion

by
DR. GORDON S. PLUMMER
Fine Arts Department

In the separate, but often, unrelated fields of anthropology, archaeology, ethnology, and primitive art, one concept has aroused more prolonged examination, research, discussion (often bitter), and interpretation than any other. This is the idea of cultural diffusion. Douglas Fraser explains in his anthology on primitive art that the central idea of diffusion is that similar traits of widely separated cultures, if complex, numerous, and arbitrary enough, can be regarded as proof of some type of contact between the cultures concerned. "Diffusionist" theory, laying stress on transmission, assumes that humanity acquires traits from man rather than by original acquisition. It also presumes that fortuitous circumstances is a major factor.

Opposition to diffusionism comes from the "independent inventionist" or "non-diffusionist" school of thought, among the ranks of which are many eminent scholars and researchers. They object to diffusionist theories on many grounds, describing them variously as imprecise, insignificant, lacking intervening examples to evidence transmission, or chronologically separated. Independent invention stresses universal psychological tendencies and the appearance of similar traits in isolation in widely separated areas.

A tremendous amount of unscientific, uncorroborated, and unscholarly material has been published, perhaps beginning with British nineteenth century fiction writers and including the old and discredited Atlantis and Mu legends with poetic and beautiful pictures of the Maya and other vanished cultures. More recently, Reginald Enoch described the "secret of the Pacific" and Harold S. Gladwin discussed "men out of Asia" in an attempt to discredit legitimate scholarly objections to some of the wilder diffusionist claims. Robert Wauchope described "lost tribes and sunken continents" in similar vein to Conan Doyle's "lost world." All this irrationality has done much to arouse opposition to diffusionist theory.

Three main hypotheses have been developed to account for similar cultures in those various parts of the world which border the Pacific Ocean. The first concerns the possibility of contact between areas in the South American continent (in particular, Ecuador and Peru) and areas of both mainland and offshore Asia (in particular, Japan and China).

The principal protagonists of this theory, Emilio Estrada, Betty Jane Meggers and an associate, suggest a route by the Equatorial Counter-current via the Caroline Islands eastward to a point just north of the Equator. At this point off the Mid-American coast, the Black Current divides into the Alaskan and California currents, and the southern arm would be the one that the voyagers would follow. This would bring them to a point off Panama where at certain seasons of the year another current flows southward to Ecuador. The point at which this current impinges on the continental land mass is Valdivia, exactly where archaeological research has made many significant "finds." Support for this theory comes from Robert Heine-Geldern, for more than forty years a prominent "diffusionist." He finds what he thinks to be Chinese influence in the form of both circular and spiral motifs on vases of the Ulua Valley in Honduras.

The second main hypothesis for cultural diffusion across the Pacific concerns the possibility of contacts between Mid-America (in particular, Mexico, Honduras, Guatemala, and El Salvador, the areas of the original Mayan Empires) and Asia (in this instance, India and China). This has been the main interest of the great researcher of the University of Vienna, Robert Heine-Geldern. Both he and a collaborator, Gordon Ekholm, have amassed an impressive amount of comparable aesthetic examples. The lotus, including the rhizone or stem, is commonly stylized as an undulating creeper pattern both at Amaravati (in India) and at Chichen Itza. Another motif common to both areas is a human figure grasping in opposed hands the vine stems. Sometimes stems are seen emerging from the mouth of a legendary monster.

Heine-Geldern states that it was known that the influence of Amaravati was felt during the first five hundred years in Hindu and Buddhist southeast Asia, because of statuary found in Vietnam and Indonesia. However, when stone was used in Cambodia in the seventh century A.D. and in Java during the eighth the lotus motif in the Amaravati style was not there. This would seem to indicate the

transmission of the style to Middle America via Southeast Asia during the most vigorous period of Indian colonial expansion between 100 and 600 A.D. Contact after this might be indicated by the commonality of the monster style doorway in Java and Cambodia between the ninth and eleventh centuries A.D. and in Chichen Itza certainly after 600 A.D.

Other parallels are the Indian Makara and the Aztec Fire Serpent, both of which have fish bodies, elephant trunks and teeth. Sometimes the human figure is shown emerging from the mouth. Is it not remarkable in that two cultures so far apart should exhibit exactly the same stylistic phenomenon by accident? Atlantean figures are common to both cultures as is the foliated cross, often with a central face. One can see this decorative item both in Angkhor Wat and also in Palenque. Architecture too, shows marked similarity in balustrades in serpent form, half columns, and in doors. The parasol was a sign of royalty in both cultures. It may be suggested that Buddhist and possibly also Brahmin missionaries and trades came to what Hein-Geldern calls "Mesoamerica" during the period between the first and sixth centuries A.D. with the heaviest incursions occurring between three and five hundred A.D.

A Chinese scholar at the University of Taiwan has found many parallels in religious practice between ancient China and mid-America. Dennis Wing-Sou Lou has compared the practice of rain worship in ancient China with the Mayan ceremonial which subsequently "diffused" to the Hopi of the Southwestern United States.

The third of the possible theories for trans-Pacific diffusion has both strengths and weaknesses in supporting evidence. Its strength lies in the comparatively reliable and known factors, but it may be considered weak in the less numerous examples at present available to us. This area is the northern Pacific-Arctic area above, within and below the Bering Strait. Edgar Howard in 1935 suggested various periods in prehistoric time when it would have been possible for men to have reached continental North America from Asia. He suggested climatic fluctuations that would have both prevented and promoted travel across the Bering Strait region. Froehlich Rainey has made significant archaeological discoveries in Alaska and he tends not only to support Howard, but the other two hypothetical Pacific transmission areas as well:

> *for the sake of these Americanists interested in transpacific cultural relations I think it is only fair to point out that our present knowledge of pre-history in the north tends to confirm rather than to refute their claim for pre-Columbian movements of people via the Pacific.*

and he further adds in the same work:

> *Northwestern America and Western Siberia under present conditions, together form one of the most formidable barriers to human communications one can find anywhere in the world. To refuse (Neolithic) man the ability to cross the southern Pacific and to accept his ability to cross or penetrate this region is straining at a gnat and swallowing at a camel . . .*

Another researcher, Dr. Kaj Birket-Smith published in 1949 his reviews of studies made of the Eskimo. He suggests that there was once a proto-Eskimo inland population across the whole of North America from the Pacific to Hudson Bay and that Asian influences in fishing and hunting probably were felt during a "Paleo-Eskimo" stage. Later at a Neo-Eskimo stage, the Okvik, Old Bering Sea, Birnik, and Thule cultures became part of the complex. Chester S. Chard suggested in 1956 that the Bering Sea Eskimo is the cultural link between Asia and North America.

Carl Schuster sees considerable evidence of Eskimo assimilation of Euroasiatic influences. Examples of this are given as the design of a six-legged monster which is commonly painted on dishes by modern Eskimo, lower Yukon valley peoples, and also Alaskan coastal tribes. This monster is very similar to the coiled animal type of metal castings common in the north Black Sea region, and from the Western Urals to Siberia, and handles found in the Nimussinsk region. The Ordos bronzes show animals with flexed legs usually ending in rings. Their counterpart in Eskimo culture is the six-legged beast with the third pair of legs probably a misunderstanding of the ringlike expansion occurring at the tail.

Parallels may be remarked between the winglike protuberances of the Eskimo design, and the dragon wing of ancient China. Later the form of an animal disappears altogether in the culture known as Old Bering Sea Phase III. What is known today as the "Eye Mark" or nucleated circle is common in Southern Russia, Scythia, the Ordos, and in the late Chou period of China. Later it developed into an all-over pattern in Eskimo ivory carvings.

Chard makes other points in similarities between both sides of the northern Pacific. He finds similarities between the Chuchi, Korak, and Kamchadal of Northeastern Siberia and the Tsimshian, Nootka,

Haida, and Kwakiutl of our northwest coast. Once again, the Eskimo is suggested as the cultural link: In one case, from the Eskimo "enclave" that has existed for over two thousand years at Bering Strait, and the other case of links that may have occurred via the Aleutians. The seamanship of the Aleut and of the Kurile Islanders is almost legendary. Both use aconite poison for whaling harpoons (so do the Thompson Indians of British Columbia) and they have other commonalities such as sun-shaded hats, lamps with holes for a stick stand, and the use of red-tinted seal hair for clothing decoration.

One other piece of evidence seems to hint at possibilities. The Berndts in their work on Australian aboriginal cultures, have found painting styles similar to those of North American tribal cultures, the "X-ray" painting being but one. There is also the commonality of carving and painting columnar structures such as grave posts and totem poles.

There would seem to be little doubt that this third hypothesis, though lacking in such multifarious and recent examples as those supporting diffusionist theory for Central and South America, does, by the known facts of geological, anthropological and ethnological, science, possess a high degree of credibility.

Kelley's thesis concerning the Uto-Aztec migrations back across the ocean is to some extent confirmed by the exploit of Heyerdahl and his well-known Kon Tiki expedition. There is also some evidence of Asiatic skill in this respect. Shinji Nishimura, at Tokyo's Waseda University, in 1925 studied the sailing rafts of early time in Asia. He mentioned the centerboard, the triangular sail, and the fact that large rafts were quite commonplace in early Asiatic pre-history.

A book on plants and the early migration of peoples included an article by George F. Carter. He has found that Hawaii has plants such as the Argemone and the American Poppy that possess an "Andean element," being basically similar to plants found only in that region. Moreover, it is unlikely that they could have been transported other than by human agency. Ethnobotany again makes a significant contribution. Hawaii, Carter thinks, might well have been the "staging area" for the northern Pacific transmigration process, being the midway point between China and mid-America. This theory would find agreement with the Estrada theory since the Equatorial counter-current, though south of Hawaii, would certainly have brought rafts to a point from whence they could have diverged to the north. Moreover, the centerboard and triangular sail already mentioned are very suitable for tracking against unfavorable wind or current and the invention was specifically Asiatic. Kon-Tiki did not possess such refinements. We can thus assume that the Jangada of Brazil and the Balsa of Peru are but "outliers" of the Asiatic sailing raft.

The 1962 Congress of Americansista was, by all accounts, a lively session. Even a brief report by G. H. S. Bushnell shows that the issue was joined in no uncertain terms. After Heine-Geldren and Kirchhoff had presented papers on comparisons of calendar deitied in both Asiatic and mid-American beliefs, the opposition presented the case for what it called "independent invention." A Professor Alfonso Caso commenced by showing art motifs of widely separated localities and cultures which nevertheless could be compared stylistically. He sought to prove that mere formal resemblance is not conclusive as evidence for diffusion. The argument, as presented by his example, was certainly a devastating one. Many of the similarities often quoted by diffusionists as being good examples, were here used in chronologically separated cases that could not possibly have had any effect upon one another. Thus the anti-diffusion case was given a new lease on life at this Congress.

In a later paper on methodology, Caso goes into much greater and significant detail. He suggests that in dealing with any so-called cultural diffusion between the New and Old Worlds, the question of chronology is all important. If a specific trait first appears in the New World and later in the Old, says Caso, it cannot first have appeared as the result of Old World influence. Chronology is therefore fundamental and he suggests more use of various scientific methods such as obsidian hydration, flourine testing, dendrochronology and most especially, carbon 14 dating.

Some specific examples and objections occur in the examination of calendar diffusion. The Meso-American calendar is thought probably to have commenced about 1500 B.C., and to have been thoroughly formalized by 600 B.C. It was known in Guatemala by 1200 B.C. and the Olmec calendar of Miraflores can be dated at 600 B.C. The problem then would not be whether this calendar is similar to Asiatic or European (that is, Mediterranean), but the problem is solely one of which mariners could sail repeatedly across one or other of the respective oceans of the world in the period from 1500 to 1000 B.C. without getting lost en route.

The question of the Chinese Shang dynasty and its possible influences are discounted, since a C-14

dating of 1958 places it at 1384-1111 B.C. Moreover, these people were not mariners. The most penetrating argument of all is concerned with the development and use of the compass; it would seem that it would be difficult, if not impossible, for any people to navigate repeatedly without some form of compass.

The positive side of the anti-diffusionist case rests with the concept of independent invention. One of its leading exponents is George Kubler, Yale Professor of Art History. The general form of the independent inventionist argument is that when cultures reach parallel stages of development they tend to exhibit phenomena of convergence. They create similar artifacts and show similar ideas even though they were originally quite distinctly different from one another.

To sum up the anti-diffusionist case, it may be said that even those who exhibit the greatest degree of open-mindedness regarding their opponents' points of view seem to agree that mere stylistic comparison is not, of itself, incontrovertible proof. They suggest that if the case for diffusion is ever to be proved, it will be done only by scientific chronological means. This is especially necessary for the Pacific area between 2000 and 1000 B.C.

There are undeniable similarities between the Asiatic and the continental American civilizations in terms of religion, aesthetic and stylistic example, custom, agriculture, and primitrinity is common to both the Hindu Brahma, Siva, Vsihnu idea and architectural style of temple is similar, in that pagoda and pyramidal structures exhibit makes of expression. Comparisons are made between Angkhor Wat and Palenque, between Pachamac and Viracocha. The possible Chinese origin of traits evident at Teotihuacan is exemplified by the similar techniques employed in both pottery and metals. The chronology is admissible, since Teotihuacan II is dated at first century A.D. and the Han dynasty in China, from whom the resemblances appear to be greatest, was in being until about 220 A.D.

Does this sort of thing, however, prove diffusion or convergence? We may find precedents for diffusion elsewhere than in purely trans-Pacific comparisons. A book on early civilization in China by William Wilson, includes the following:

> *In Honan the Shang are found to have discovered bronze and to have mastered the art of using it in a manner comparable to that of the late Bronze Age of the Mediterranean. Herein lies a problem which is not yet fully solved. Archaeology has long sought an earlier stage of this civilization, particularly evidence of an earlier Bronze technology which would give color to the theory that the main development of metallurgy was accomplished in China independently of any considerable influence from the bronze-using civilizations of the Far East and the Mediterranean world. So far no such evidence is forthcoming and the archaeologist is faced by the astonishing phenomenon of an advanced bronze technique sprung apparently unheralded from the yellow earth.*

Possibly the most complete theory so far advanced to explain the possibility of trans-Pacific cultural contact is presented by Constance Irwin. In her book, *Fair Gods and Stone Faces*, the case for and against diffusion is presented in an objective and scholarly manner. She seeks to resolve the whole problem by suggesting that pre-Colombian America saw a meeting of three diffusions. The first was that from the Phoenician civilization, to Africa, with Carthaginian "outliers" and with subsequent Phoenician and Carthaginian discoveries of mid-America. The second diffusion is well documented, and it is the advance of Alexander the Great into Asia. Irwin, however, suggests that the "lost" Alexandrian fleet may have continued the process fragmentally, reaching Polynesia and thence across the Pacific.

The third diffusion was an outward one from America to Asia on the one hand, and to Europe and Africa on the other. Supporting evidence is offered in Olmec, Maya, and Peruvian cultures. One example is the Olmec "heads" which may indicate Negro people on the mid-American continent in the pre-Christian era.

The objectors to diffusion suggest that the onus of proof lies with the diffusionists. They base their objections upon a supposed lack of scientific evidence of a reliable character. Many areas of human endeavor have, in the past, suffered from just such an initial lack, yet have ultimately attained proven stature. One may, perhaps, ask the objectors how much proof they need. There is much that we do not yet know about life and cultures of earlier ages, and if we see "through a glass, darkly" it is solely because our myopia is not yet curable in our present state of knowledge. The aim of scientific inquiry, the search for ultimate truth, may force us to change our concepts. Lacking such certainties, however, open rather than closed minds should prevail.



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Come and Browse recent books

The *Forum* introduces a new feature. Professors have been requested to recommend current and significant books in various disciplines.

AMERICAN PLAYS AND PLAYWRIGHTS OF THE CONTEMPORARY THEATRE, by Allan Lewis. Revised Edition. New York: Crown Publishers, 1970. $5.95. Many Montclair graduates are wondering what's happening on the American stage in our time. Professor Lewis's book surveys concrete examples of what's going on. He offers intelligent insights that will appeal to many MSC alumni.

JACOB RIIS REVISITED: POVERTY AND THE SLUM REVISITED, by Francesco Cordasco (New York: Doubleday, 1970, $1.95). A graphic picture of turn-of the-century poverty and slum contexts which place in meaningful perspective current concerns. Includes 16 halftone illustrations.

LOVE AND WILL, 1969, by Rollo May (W.W. Norton, New York) Dr. May reexamines human meanings and values as he had in earlier writings including MAN'S SEARCH FOR HIMSELF. He declares: "It is the fearful joy, the blessings, and the curse of man that he can be conscious of himself and his world."

POPULATION, RESOURCES, ENVIRONMENT, Ehrlich, P.R. and A.H. Ehrlich. W.H. Freeman & Co., 1970. This goes into depth on the issues of human ecology. A must if one is at all concerned about our environmental future.

UNIVERSITY PROBLEMS IN THE UNITED STATES, by Daniel Coit Gilman. With a new Foreword by Francesco Cordasco (New York: Johnson, 1971, $15.00). A reissue of an important book by the first President of the Johns Hopkins University on American higher education, its problems, curicula, and development. Highly relevant to current discussions.

Senator Mark Hatfield Warns Against an American 1984!

(This is a transcript of a speech made by Senator Mark Hatfield, R., Oregon, on campus under the auspices of the Council of International and National Affairs.)



Senator Mark Hatfield

Ladies and Gentlemen, it is my privilege to present to you this evening the Senator from the State of Oregon, Senator Mark Hatfield.

Thank you for the introduction—Ladies and gentlemen—I am very pleased to be here on the Montclair State College campus and to have this opportunity to express a few thoughts and ideas and to receive from you some questions, some concepts and some of your ideas. I often think that in the business of political life, we like to hear ourselves talk but don't do very much listening. I have observed that I know of no profession other than the Metropolitan Opera which creates a prima donna complex in people as much as politics and that's usually because we do so much talking. But tonight I would like to address myself to a subject that I am sure some of you have been concerned about, as some of us have in politics, and that's what I consider as the growing incursion and intrusion into this rare commodity known as fantasy. Actually, when you consider that most Americans today are not free at any time from some intrusion such as noise, but there is still at the

same time a willingness to accept this, and also a modern willingness to reveal almost any intimate detail in our personal lives. You talk to Mr. Masters and company about his book on sex and you will find that he found no difficulty in getting people to reveal anything and everything about the most intimate of all of our personal relationships. We find that many universities and colleges and schools today have psychological tests. They unashamedly ask students at times very personal questions about thoughts and feelings, and I think there is a certain danger today that I call moral exhibitionism that people are so willing and so ready to talk about themselves in any and all subject fields. There is a professor at Columbia University, a political science professor by the name of Dr. Allen F. Weston, who has defined privacy as the right to determine what information about ourselves we will share with others, and I believe, tonight, that our individuality is threatened when we can't control what personal information about us is discovered and used without our knowledge or without our consent.

One of the most terrifying things about George Orwell's *1984* was not just that "Big Brother is watching you" but that you never know when you are being watched and are not allowed to interpret your own actions in too many cases. I think we must be sensitive to this danger today in our society, and I'd like to develop my thought and my concept this way. The Constitution of the United States is the basis for our historic and our legal notion of privacy in the United States of America. James Madison, as you recall in your history, was unwilling to leave any question as to the intent of the words in the Constitution ". . . . and to secure the blessings of liberty to ourselves and our posterity."

Therefore, the Bill of Rights came as a result of the desire to define or effectively point to specifically what we meant by such phraseology, and even though the Bill of Rights does not make specific use of the word privacy, it is clear in the 1st, the 4th and the 5th amendments that they were specifically designed to prevent infringement upon the private lives of American citizens. I think it was Thomas Jefferson again who expressed the intent of the First amendment—you recall the First amendment is free press, free speech, assembly and petition—when he said that it was designed to protect us against any form of tyranny over the mind of man. The Fourth amendment guaranteed everything a free man needed 200 years ago to assure his complete privacy when that amendment said the right of people to be secure in their persons, in their houses and in their papers and effects against unreasonable searches and seizures and this right shall not be violated. Now the authors of these words, I believe, moved on two assumptions: 1) that the type of information and evidence would be stored in an individual's home or on his person and 2) that in order to obtain it, you had to go inside or physically contact or assault him.

Now neither of these assumptions is true in 1970. An enormous amount of information is now housed outside our homes in data banks and we cannot control the access to this stored information. We also cannot be entirely certain that our homes and offices are not bugged. Now in the 5th amendment—this insures the due process of law—this includes the basic constitutional right of the accused to confront, to confront his accuser. In 1970 we may be denied, oftentimes because of a computer's information, we may be denied credit or we may be denied a job on the basis of the information in that computer. Therefore, we are being denied that same basic constitutional recourse of facing our accuser. Now, basically this has all evolved out of our technological progress, and I think much of that has given this great impetus and this great thrust into the invasion of privacy.

And I'm talking about the law-abiding citizen—I'm talking about the average law-abiding citizen—we have electronic devices that have made snooping easier than ever before. I am sure you have all been in some kind of shops where they have the TV closed circuit cameras to guard against shoplifting. This is, of course, a legitimate use of technological equipment and it is a perfectly acceptable device. But there is an interesting version of this kind of television eye because now it comes in units and can be easily hidden and send a picture to a remote receiver up to two blocks away. A person can now be transformed into a walking transmitter. It takes only minutes to install a button on a suit—just a regular suit of clothes. It is now possible to sew on a button which contains a miniature microphone and run a small thread to other buttons that house minute batteries and transmitters and then install an antenna by sewing a small wire into the collar of the coat. With these difficult to detect devices, a subject's voice can be monitored several blocks away without his ever knowing about it. Tagging equipment is now so sophisticated that an individual can have his vitamin pill—mind you, a simple vitamin pill can be injected with a radioactive substance and, after unknowingly taking this radio pill, a person can be followed by a machine sensitive to radioactivity, without his ever knowing it. Now these devices plus many others are available on the consumer market today in this country. These innovations and inventions merely facilitate efforts to gather personal data because we all know that snooping is not a new phenomena. Now let me say this, too, that these new devices are not inherently evil. In many situations, they can be extremely useful. However, we must carefully evaluate how we use these instruments. Technology is morally neutral. Moral judgment must be made as to how we employ our technological advances.

In our data-conscious society, the computer has become almost a god-like creature. Everyone acknowledges the need for information in the decision-making

processes of life and a computer can spew out information with flawless accuracy—we have come to accept this. And we have a feeling that there is an aura of perfection and this has enthralled us about the computer. But we have to realize, too, that a computer is without emotion or values. It can only divulge facts and conclusions that some human being has fed into it. However, the computer is more difficult to deal with than a fallible man. Take the case of Dr. Bernard Wilcox which perhaps some of you saw in the Christian Science Monitor Report.

Twelve years ago, Dr. Wilcox applied for life and health insurance for himself, his wife and children. And after checking with a number of companies, he discovered that he could not take out a policy on his wife because some computer printout had listed her as an alcoholic. Although this is completely untrue, it had been impossible for him to correct this mistake. The computer is always accepted as a reliable source, and there is little recourse against its pronouncements.

Now the misuse of technology, I believe, is jeopardizing the privacy and the rights of American citizens. Information today is being gathered upon millions of law-abiding citizens, not just criminals or suspected criminals, but countless average Americans now have records on file and they are unaware that they even exist. Most Americans do not realize what is being stored on them. Do you realize that for a price a complete, if not always accurate, dossier is available on almost any individual. Let me give you an example. If you have ever applied for an FHA loan, the FHA (Federal Housing Administration) has on file an estimate on the prospects that your marriage will last and this is obtainable for $1.50. Credit bureaus function in all of our communities, and these keep an up-to-date file on both your personal and your credit standings. Schools and universities possess personality and psychological profiles, and complete transcripts on individual students are usually available. If you have ever moved, a list of your possessions is available from any company that has moved you. In California, if you're a driver and you're an irate motorist you become irate because of another driver, you can take his license and for 50c you can send into the Department of Motor Vehicles in Sacramento, Calif. and receive all the personal data that that agency has on that individual without any questions. And if your license has ever been revoked—your driver's license—your name is placed on a federal file in the Department of Transportation.

Now, the sale of mailing lists is another common infringement upon the privacy of citizens. We ran into a lot of that in our efforts to write some kind of an obscenity bill. Now in earlier days, before the efficiency of the computer, a man could leave the stigma of a bankruptcy or a nervous breakdown well behind him and start all over again. You shed the record of the past. That's no longer true. Let me give you the extent of the surveillance of the citizens today in this country.

The Department of Defense in Washington has on file over 14 million life histories collected in the course of security investigations — 14 million. The civil service agency of your federal government has 8 million dossiers. The FBI has 175 million sets of fingerprints; the Department of Transportation keeps files on those not only with revoked licenses but also has those with complaints on their cars.

Now the examination in detail of three collecting activities that affect the law-abiding citizen. There is an evolving action today in America—a national data bank. In 1961 the Bureau of the Budget made a study about the possibility of creating a centralized bank in which the centralization and computerization of all the personal records of all the various agencies will be concentrated and located in one data bank. In this study, the Bureau had a very legitimate and, I think, a needed requirement to review government recordkeeping, and to make an analysis of a more efficient and a more economical recordkeeping system. And obviously the rapid expansion of the population in this country and increasing reliance upon statistics to create and evaluate social action programs and our vastly more complicated laws have led to an understandable desire to take full advantage of any advances in computer technology. Now in 1965 this committee was headed up by a man by the name of Richard Ruggles. They released their report in which they recommended the immediate establishment of a federal data bank. Now the threat that such a data bank could potentially pose must be carefully weighed against the projected benefits.

I think we could go back to the words of Supreme Court Justice Louis Burnbach who defines privacy in his words as the most comprehensive of the rights of man and the right most valued by civilized man. Now when everything an individual does can be recorded and remembered without the benefit of contextual or historical background, he surrenders a portion of that privacy that is his constitutional right. When information given to one government agency can be unearthed years later and used without the individual's knowledge, one becomes fearful and on guard lest a spontaneous act or a statement ruin his record.

I think there is also the very major danger of recording errors. At present, an individual has little check on the accuracy of what is inserted on his record. Errors in the investigation at the clerical level could be compounded in their impact and recorded in a national data bank. And since all the information would be obtained from a federal data bank, erroneous information could be distributed to all agencies and not just confined to the agency where it originated. The detrimental effects of this type of information distribution would be multiplied by the high status attributed to the computer printout again. Now, my friends, let me emphasize

again. The reputability of the scientific method and the mistake of the computer would tend to superimpose validity on what in another context would be highly suspicious data. And the potential misuse of information stored in a central data bank, in my opinion, would create security problems. Don't forget the old saying "Knowledge is power." Then a federal data bank could become the obvious target for all those who would seek control over free Americans.

The Congress has carefully scrutinized and rejected —rejected—the data bank. However, the centralization of information storage continues both within and outside of the government structure. And there is reason to believe that the idea of a national data bank has not been completely discarded. Therefore, I am against such a data bank unless the proper controls and safeguards can be built in and I will talk a little bit about that kind of safeguard later on. Now, let me indicate to you that there is another file being compiled in America today. Last January it was revealed by U.S. Army Captain Christopher Pile of the Army Intelligence that the army has nearly 1,000 plain clothes investigators to keep track of lawful civilian political activity in the United States. According to Captain Christopher Pile, the army has completed dossiers on more than between 2,000 and 5,000 individuals whose political activities include associations with such diverse groups as the Black Panthers, the NAACP, the Ku Klux Klan, the Women's Strike for Peace, and the John Birch Society. The file also reportedly includes a complete dossier on Mrs. Martin Luther King.

Since 1967 the army has maintained a nationwide wire service to relay reports of political activity to every major troop command in the United States. At one time the army even operated a video tape truck marked Mid-West News which covered rallies for the purpose of photographing student dissidents. Although the army has promised to destroy its computerized data banks of civilian records, it continues to maintain similar files elsewhere. These activities clearly violate a fundamental American tradition of civilian control in the military and non-involvement of the military in politics. The military has a mandate and a duty to use its intelligence apparatus to safeguard communications and transportation, supply lines and defense plants. However, it is my belief that the army has gone beyond the realm of legitimate precautions and engaged in the evaluation of political opinions which is not in keeping with the American tradition and comes dangerously close to thought control.

Senator Sam Ervin of North Carolina has led the Congressional efforts to oppose these military investigations which infringe upon the privacy of citizens. This is a question for conservatives, liberals, democrats, republicans—labels mean nothing—when it comes to this matter of fundamental American rights.

Now there is a second group that I should mention too tonight and that's the credit bureaus. There are more than 100 million Americans who have been subjects of credit reporting in this country, and 60% of the average US income now goes to pay off credit obligations—60% of the US citizen's income. Credit sales continue to increase over cash sales. We have charge-it-please psychology. The credit card is almost an indispensable privilege for the average American today. Yet as important as granting or denying a credit is that in the contemporary American economy there are few controls to insure that these decisions are based on accurate information. Some information is used completely out of context. Let me give you the case of Mr. Sigmond Horowitz in Los Angeles as reported by Newsweek. Mr. Horowitz was Executive Secretary of the Los Angeles Federation of Labor, AFL-CIO. He had a high reputation as financially sound in a $30,000 a year income. Yet five Los Angeles stores refused him charge accounts and a car leasing company turned him down for no apparent reason. Finally, an agent told Mr. Horowitz that he had "bad credit rating." After eight years as California State Labor Commissioner, Mr. Horowitz has been listed as a plaintiff or defendant in hundreds of lawsuits filed against the Labor Department. Now what happened was a very diligent clerk in the Los Angeles credit bureau looked through daily law journals and finding a character by the name of Horowitz mixed up in still another legal action came to the conclusion that he was a poor credit risk because he was always involved in suits. And obviously this of course was an inaccurate, unfair, unjust kind of conclusion. So data is not only incomplete, it does not always come from reliable sources. Credit bureaus use newspaper accounts and often never check their validity. Now I'm not playing Mr. Agnew tonight to lambast the press, but I'm just saying that you can't, in effect, always rely upon the press. There should be other evidence besides that to make a determination about a person's personal credit rating. And equally disturbing to the difficulties caused by incomplete or inaccurate credit reports is that lack of controls on the distribution of personal information.

Now an interesting experiment was made by Professor Weston Stock of Columbia University about a female research assistant. This was made with her consent by the way. Under the guise that she was being considered for a promotion, the university was able to obtain over the phone a complete report on her credit history, as well as her character report that included answers to questions about her character, morals, habits, income and investments, and whether there was any indication of illegal practices. This information was offered without any check as to whether she wanted the information revealed. All with a telephone call. The credit bureau offered to send an investigator to talk with former employers and fellow employees. The present policies do not protect the

consumer from biased credit reporting. When a buyer and a seller disagree on the quality of merchandise, the seller can damage the buyer by releasing derogatory information — all he has to say is there was a failure to pay; all that was recorded after such an agreement. It is a routine policy for credit bureaus to share their personal and credit information without considering the threats imposed on the privacy of the individual.

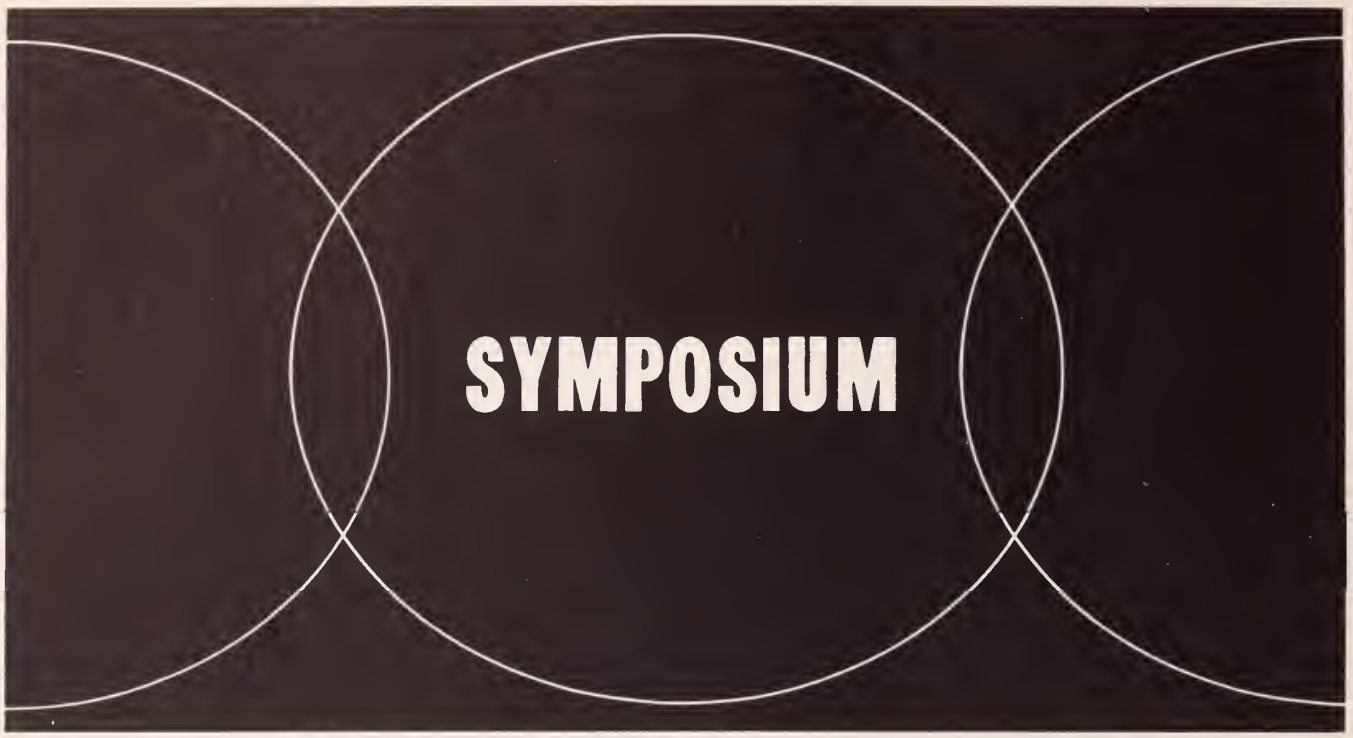
Now let me draw some brief conclusions. We, first of all, obviously live in a data-conscious society. In recent years the need and accessibility of information has been greatly expanded; and today, more than ever before, information, raw data, are vital to our national security. The need for information in decision-making processes is obvious. We have more and more advice of experts in Washington all the time. Creditors need reliable information in our world of anonymity and, hopefully, we can find ways to collect and store data for these legitimate needs without endangering the basic rights of privacy for American citizens. Now let me talk about the conclusion of legislation. We are in the process at this time of drawing up some legislation that will involve this area of concern. At the present you, as an individual, have little or no knowledge of the information that is gained and stored about you and in some cases it is being offered for public sale. And you have no control over personal data being stored and little recourse when the incomplete or inaccurate information is distributed about you. Only since 1968 when Congress passed legislation have Americans had access to their own credit records. Now while the 1968 law was a great improvement over the previous situation, some of us plan to make a more comprehensive approach here and that would be to require that credit companies routinely send out copies of credit reports to all parties affected. You have a right to it. The system has worked well in Great Britain and it serves to insure the individual right to review and correct publicly-held information about himself. Robert P. Henderson, the Vice President and General Manager of Honeywell, Inc. — one of the largest computer companies in this country — in fact he is in charge of the electronic data processing division of the Honeywell Company — he said this: Perhaps the most important new safeguard would provide a citizen with the ability to challenge in court the release of private data about himself without his consent. Now in this kind of legislation we want to prohibit the sale or the distribution of information about an individual without his consent. If you want to give your consent, that's fine, but it should be your determination before your information is put on public sale block. And I think this again would insure your constitutional and moral rights as a person, and it would guard against the data collected for one purpose being used for different purposes, as I say, without your consent. We propose: That credit is not everyone's right; but it has become an indispensable privilege for most. Sure, everyone should have the right to see the evidence used against him by potential creditors, just as he has a constitutional right to confront witnesses against him and to have the evidence corrected if wrong or make it complete. Now this is from the *Consumer Report* May 1967. But I want to say this to you — that legislation is not enough.

The issue goes deeper than legal consideration because I frankly feel that it raises some deep philosophical and moral questions. At the heart of all this privacy debate today is the value of the individual and the sanctity of human relationships. If we abandon ourselves as people, as human beings, to the supposed marvels of our technological age — our science, which we have made a God of in too many instances — These very forces will end up influencing the quality of our personal lives and affecting the way we relate to others in our society.

A great Swiss once observed — in fact, about three years ago — "The more we fill our universe with machines, the more important it is for us to treat each other as persons." And if the forces of centralization and computerization are allowed to go unchecked, the uniqueness of the human personality is lost. The more we come to believe that the only things that count are the things that can be counted. We destroy the proper appreciation of the inward unborn potentials of every individual. You have to deal with fear and suspicion and anxiety and that personal information will be used against you.

Government and business should act to create confidence and trust between individuals. Privacy is nonpartisan.

Mounting Congressional efforts spearheaded by Senator Ervin and others has found support among Republicans, Democrats, Conservatives, and Liberals—all segments of our society have an interest in this preservation of our privacy and we must strive to maintain equality in all our relations, for a prevailing spirit of trust is the basis of confidence in the American system. I must say to you as I have said on many occasions that the real issue comes back to a simple issue—a spiritual issue. A spiritual issue. What is the value of human life? What is the value of authenticity or integrity in human relationships? And I assure you that it is not going to be found in a mechanism called a computer. We must be the masters of our technology and not become its victims. And that is the fear that I have and it is why some of us are moving in this direction—to try to restore the right of privacy. The original constitutional concept—if you wish. I like to think of it as concern for our fellow human beings, to maintain a human society and not permit this nation to drift further and further to the impersonal, to the inhuman, lack of values that we now sense.



The views expressed in the Symposium are the opinions of the authors. In no way, do these views represent those of the College or the Alumni Association.

M.S.C. IN THE 1970's

by Dr. Ernest B. Fincher,
Professor of Political Science

Educators like to believe that they mold human events, even though evidence to support this view is hard to find. It is more realistic to regard schools as the by-product of socio-economic developments that are little influenced by students and their teachers. Thus the students and the faculty at Montclair State College may have very definite ideas as to the proper development of their institution in the decade ahead, but they are naive if they think that the college will develop according to any plan formulated on campus. They should know by this time that what happens at Montclair between now and 1980 will be determined by socio-economic forces in the state at large.

Approximately 7 million people now live in New Jersey; by 1980 that number will reach 9 million. With a present density of almost 1,000 people per square mile, our state is far more thickly settled than China, India, or Japan. Population density will increase sharply in the decade ahead. It does not take a highly imaginative person to visualize what the projected population means in terms of air, land, and water; in education; in housing; in transportation—in fact, in the entire life style of the people of New Jersey.

Almost nine out of ten New Jerseyans now live in urban areas. Central cities, such as Newark, are losing population, while suburbs gain. Since World War II, the major cities of New Jersey have grown increasingly black in ethnic composition, while most suburbs are as lily white as suburbs in the South. More recently, a number of smaller cities in this state have become havens for Cubans, Puerto Ricans, and South Americans. In such communities, English is fast becoming the second language. Racial and cultural polarization is now a characteristic of metropolitan New Jersey; many authorities believe that in the decade ahead, social cleavages are likely to grow deeper and racial confrontations more frequent.

New Jerseyans in the 18-24 age-bracket presently constitute 24 percent of the total population; by 1980, college-age citizens will compose about 30 percent of the total, if projections hold. The vast majority of college-age students will have at least vague aspiratons of getting a bachelor's degree, now that mass education at the college level has become a characteristic of the Computer Age.

By 1980, far more New Jerseyans will be engaged in providing services than will be engaged in producing goods. And if predictions are fulfilled, the people of the state will be more affluent ten years hence than they are at present. This past year, the per household income in our state was $13,280—which placed New Jersey fifth among the 50 states and the District of Columbia. The rising standard of living will be achieved by highly skilled employers and employees making good use of a sophisticated technology. But the affluence of New Jersey also will be achieved by preying on the natural environment, not only of this state, but of the nation at large and the world in general.

Socio-economic forecasts are more securely made than are political prognostications. All that it seems safe to say is that Montclair State College will continue to be influenced by the political climate of the nation—as it was by the stirring events of the 1960's. Most predictions must be a form of hedging. What now appears certain may be altered overnight by a natural or man-made catastrophe or by the appearance of a charismatic leader. But one thing seems very likely: the political climate in New Jersey will grow more oppressive in the coming



Dr. Ernest B. Fincher

years. Having assumed the role of world policeman, the United States has erected a towering military structure that dominates the landscape. Since democracy and militarism are irreconcilable, one must yield. . . . As a counterrevolutionary power, the United States imposes its will abroad. At home, the freedom of its own people is infringed.

The sheer increase in human numbers means a diminution of liberty for every individual. Of necessity, all who live in an ant-hill society must be closely regulated. . . . As information on New Jersey citizens collects in government data banks, the security of the individual is threatened. Stored data may be withdrawn at the pleasure of the state, to the consternation of the citizen. Big Brother, who sees all, remembers all, demands all—once the figment of a novelist's imagination—presently will breathe down the neck of every New Jerseyan.

This brief projection calls attention to some of the developments that may influence the Montclair State College community in the next decade. At first glance, the problems seem insurmountable, the future too grim to contemplate. One feels tempted to embark upon a completely hedonistic life, extracting from each moment the most exquisite pleasure as one races with disaster. Or one may be tempted to withdraw from a situation deemed hopeless by joining the growing Montclair contingent in Canada, or by going underground in some major city, or becoming a member of some commune launched by the disenchanted.

But man's finest moments, his most unexpected triumphs have sometimes come when his future has looked bleakest. Man may or may not survive the latest, gravest crisis that he has created. Leadership may or may not develop in time to forestall Armageddon. But if leaders do come forward they are likely to emerge from the ranks of our youthful radicals. This maligned and embattled minority offers hope because it rejects the conventional wisdom—those highly respected beliefs that have brought us to the brink. Radical youth regards nothing as sacrosanct: the state, the church, the family, the present economic system. Radical youth rejects the idea that man is naturally self-centered, competitive and warlike, and that "getting ahead" is man's proper objective. The radical minority sees greater virtue in the arts than in science and technology. Its highest aspirations are more likely to be expressed in music than in words.

Attending college in the 1970's will be a radicalizing experience, as it was in the 60's. The civil rights movement, demonstrations against the Indochinese war, the battle against ROTC and Selective Service, and the assassination of youth's heroes caused countless college students and faculty members to seek new standards of private and public morality. We can be sure that the 1970's will provide ample opportunity for college people to learn that present society must be radically altered if man is to continue to inhabit the planet Earth.

MONTCLAIR STATE UNIVERSITY: TO BE OR NOT TO BE?

by Morris G. McGee '49

Higher Education in New Jersey is a stepchild of the Governor, the Legislature, the Chancellor of Higher Education, the State Board of Higher Education, and even of newspapers, for example, the Newark News. To be



Morris G. McGee

fair, the present Governor, as is the case with most Governors, knows very little about Higher Education. Alas the same is true of the Chancellor who was a political appointee not an expert in education. The State Board of Higher Education is composed of many distinguished citizens who can come up with a master plan that calls for spending $500,000,000 over the next 10 or 15 years but then they fumble on the hard part: How to raise the money. The Legislature in this state over the years has procrastinated until Higher Education was already in a crisis and then the Legislature passed stop gap measures that usually solved only half the problems. The newspapers, especially the Newark News, greet plans for Higher Education with editorial and cartooned derision that implies that the first thing to be done is to improve the grade schools and the high schools of the cities and the state. This, of course, is a non sequiter since both the colleges and the lower schools need to be improved a great deal. The cynical approach by the papers would be laughable since they sat by for years while the schools deteriorated in the city and the state.

Taking all this negative atmosphere in New Jersey and realizing that a belief in the tooth fairy or Tinker-Bell might be more logical than belief in strong New Jersey support for Higher Education, let us assume that the money to correct decades of neglect will be forthcoming in the 1970's and 1980's. How shall it be spent?

One solution is to add four more State Colleges and strengthen Rutgers, the State University. Judging from Rutgers track record that may not be the wisest expenditure of money. More State Colleges would be logical against the projected growth patterns of the State.

Another solution would be to expand Rutgers in Newark and Camden to full University status making at least three State Universities. This plan would be attractive if it were not for the economical, social, political, and space problems inherent in big city locations.

A solution favored by scholars of Higher Education is to develop new universities out of existing State Colleges. This has been done with marked success in other parts of the United States, particularly in the Midwest. It has proved to be the least expensive way of acquiring good universities.

If this last solution were to be accepted by the powers that be in New Jersey, the choice would be Montclair State plus Trenton and perhaps, later, Glassboro because of its location.

Montclair State University has the strength to grow into the kind of institution that could play a valuable part in the future of New Jersey. In many departments now the capability exists to give graduate work on the doctoral level and most departments are hiring faculty with the background to direct graduate programs to that level. What then holds us back? Money is the major hurdle to University status. Recently the Chancellor and the State Board of Higher Education trimmed the State College budgets of almost ¾ million in Library Development Funds. Let things be very clear with the present Library at Montclair State is adequate if it halved the number of students, undergraduates and graduates.

To make any progress toward an operable system of Public Higher Education in New Jersey the people must demand something better and be willing to pay for it; the Governor and the Legislature, too, must put our money where their mouth is; the State Board of Higher Education must draw up a master plan that takes into account the abilities and potential capabilities that exist in the present State Colleges; and the Chancellor—we can only hope that an expert educator is selected for this position next time so that New Jersey may have a chance in the next fifteen years to catch up, to rectify the tragic omissions of the past.



Irv Gawley

THE DILEMMA

by Irv Gawley '49

Following a presentation of the various theories of light, Robertson in his text, "Introduction to Physical Optics," entitles the final chapter The Dilemma. The chapter attempts to evaluate the theories and select the best explanation. Montclair State finds itself in the same kind of dilemma — two plans for growth: one from the College and its Board of Trustees, the other from the Department of Higher Education.

Just as the theories of light are contradictory, so are the two plans for growth of Montclair. Phase II of the Department of Higher Education's Master Plan calls for limitation of undergraduate enrollment to 7,500 students, development of the College as a primarily upper division college, removal of the graduate work to the Graduate University of New Jersey, central control of all teacher education programs, and a program of central evaluation of all curricula.

In contrast, the Montclair State Master Plan calls for an orderly growth to an undergraduate student body of more than 10,000 and an orderly balance of admission of freshman and junior transfer students to provide a good four-year student mix. The College plans expansion of graduate programs both in breadth and depth of offerings, including doctoral programs in selected areas. The Higher Education Act in principle, if not in fact, gave the impetus for program development to the individual colleges with visitorial powers to the Board of Higher Education to see that programs meet acceptable standards of the accreditation agencies.

The College should develop and expand its undergraduate program. When an expansion in the size of the student body takes place, there are certain advantages and limitations that accrue to the College. On the positive side an increase in the size of the student body results in a larger faculty with diverse interests and areas of specialization. Recent additions in my own school have added competencies to our staff in oceanography, nuclear physics, inorganic chemistry, computer science, and many others. These new faculty members broaden the variety of course offerings for the major and the general education student. Further growth will help us to seek faculty in new and emerging fields.

Growth in the size of the undergraduate student body has its problems also. The tendency to move toward larger class sections as enrollments increase seems almost inevitable. This results in a loss of the student-faculty interaction that many of our graduates feel is one of the strong points of Montclair. A recent graduate, now a teaching assistant at a large midwestern multiuniversity, tells of students in a freshman chemistry course who may meet as many as five different instructors in the course of one week in the lecture, laboratory, and quiz sections of the course. Conferences of undergraduate students with senior professors are almost unheard of. A disproportionately small part of the budget of the university is spent for equipment for instruction in the lower division courses. These are some of the pitfalls of rapid growth which we must plan to avoid.

As we plan for the future we must not lose sight of the need for a functional unit with which the student can associate. The recent division of the College into Schools is an attempt to move in this direction. Careful assignment of faculty to provide maxi-

mum faculty-student interaction is an essential part of any successful undergraduate program. Developing plans for independent study and undergraduate research projects help to bring students in closer contact with senior staff members.

With regard to graduate programs, these should be expanded and further developed on our campus. However, with the huge amount of money that is needed to support the equipment and technology needed for research in modern, viable Ph.D. curricula in the sciences, I do not see these programs developing at our institution in the near future. We can and should continue to offer Master's programs in our undergraduate major fields. Faculty with highly developed fields of specialization need to have opportunities to teach and work in these areas. Master's degree programs provide this opportunity.

Another prime area for development appears to be the Doctor of Arts degree programs. This program, with greater emphasis on course work rather than pure research as in the Ph.D., seems a natural for our type of institution. We have the faculty, facilities, and a major portion of the library holdings needed for such a program. As salary scales increase for public school teachers, an increase in the expected level of educational preparation is sure to follow. The D.A. degree would be a superior alternative to the unguided thirty semester hours beyond the M.A. that so many of our teachers seek.

As a system of higher education develops in the state, another problem coming rapidly into focus is that of the transfer student from the community college enrolling at Montclair. The need for articulation among the colleges is becoming increasingly apparent. We have recently been involved in a program in chemistry sponsored by the National Science Foundation and administered by Rutgers that seeks better intercollegiate articulation as its goal. Montclair, under a grant from the National Science Foundation, will soon embark on a similar program in the field of mathematics. These are but two of the many fields that coexist in the two types of institutions. Additional programs of this type are needed in other subject areas.

The part-time program is another area in need of attention in the future. The almost self-supporting nature of this program shortchanges the participants in it. The Master Plan Phase II laments the plight of the students in the program but does not attack one of the major problems of the program — lack of state support. The College must continue to strive for equivalent state support of the part-time program. This should result in more adequate instruction and greater availability of the supportive college services to these people.

In what direction and how far will Montclair be allowed to go in the future? Which of the two blueprints for expansion will be implemented? Neither the Master Plan architects for Montclair nor the Department of Higher Education will make this decision. Implementation of any planned expansion can come only by action of the Legislature. The most important parameter in the decision they make will be the most efficient use of that scarce commodity, the tax dollar. I believe the plans developed by the College will be the most effective way to provide the quality higher education that is sought.

MONTCLAIR STATE COLLEGE, 1980

by Dr. George G. King '51
Vice Provost

What will Montclair State College be like in 1980? To anticipate the changes in the 70's it seems necessary to take a brief look at Montclair State in the 60's. The decade just concluded might well be viewed as the period during which Montclair State, like many other American colleges, became aware of its potential role of service to persons and institutions beyond its own walls.

Montclair State has always been blessed with truly inspired top leadership. Academic excellence became a tradition under the long and dedicated tenure of its first President, Dr. Sprague. Dr. Partridge seems to have been the perfect leader for that post-war period when the college expanded physically from one permanent classroom building to its present physical development. If the argument that Montclair moved significantly toward service in the 60's is valid, much of the responsibility would have to rest with President Richardson whose commitment to maximum student and faculty participation in governance and decision making has provided an atmosphere in which individual involvement toward service can flourish.

Until the second half of the 60's, Montclair students were easily stereotyped by their commitment to prepare



Dr. George G. King

for careers in teaching and the factors of academic selectivity which dominated the admissions process. A number of events in the 60's contributed to significant changes in the "typical Montclair student."

Refinements in the application of subjective judgments about the potential of admissions candidates; programs designed to permit enrollment of larger numbers of minority and inner city youth; the admission of larger numbers of transfer students who bring experiences from other colleges; greatly expanded student exchange programs; and the introduction of multi- purpose liberal arts curriculums all have combined to bring Montclair State College into associations with new groups of people throughout the state and beyond who had not

been part of the traditional Montclair scene.

To meet the commitment to its "new" constituencies Montclair must expand greatly a number of projects already underway or develop new programs in a variety of areas. The following list is intended to be suggestive, not inclusive: 1) This spring M.A. degrees will be awarded to the first third of nearly 150 Spanish speaking persons, professionally trained in their native lands, but for lack of appropriate credentials, grossly underemployed. They will have completed an academic program which has enabled them to return to their professional activities as teachers. Others already enrolled in the Spanish Speaking Teacher Corps can provide the manpower to enable Montclair to attain prominence in helping to attack the problems of the Puerto Rican and other Spanish speaking communities throughout the state. 2) There is a great need for the development of cooperative educational programs in which students will have the opportunity to mix meaningful job experiences with the academic training that will lead them to relevant careers. Not only will cooperative education provide a needed mix of schooling with work, it will also enable all participating students to share significantly in meeting costs of their education. 3) The shortened work week and work-life span in changing America offers an opportunity for the college to develop programs to aid in the solution of problems of early retiring professionals who still have many useful skills to offer, career retraining when whole professional job fields become obsolete, and problems in the use of vastly increased leisure time. 4) The college should develop a center for evaluating out-of-school learning and coordinating experiences which could lead to complete degree programs earned through independent study, television courses, community service work, related job training, etc. 5) Montclair should become closely involved with the planning and development of the New Jersey Meadowlands Project. For the first time the college would have the opportunity to get in on the ground floor of a major metropolitan development project. The college already has many of the necessary informational and personnel resources and could develop others as needs dictate. 6) A vast increase in the number of opportunities for people to study without formal matriculation needs to be developed. This would apply to the beginning college student as well as professionals and those at all stages in between. Such programs should be moved to the centers of the population they seek to serve. Utilization of emerging computer technology in the storing and recall of learning materials should make possible the establishment of remote centers without sacrificing multi-media resources necessary for effective implementation of programs. 7) National efforts to develop new careers based on the assumption that large numbers of workers want significant upgrading and are less willing to accept dead-end jobs are bringing back to college many of the over-30 group as beginning freshmen. Montclair should get prepared to fulfill its role in the career-ladder programs designed to ensure that the needs for more trained and educated workers will be met.

Implementation of any of the foregoing proposals could well serve to bring Montclair and its programs to the attention of even new friends and constituents whose yet unrecognized needs may well point the way for new directions for the college in the years beyond 1980.

THE REAL MONTCLAIR WAY

Dr. Frank P. Merlo '54
Professor of Education
Department of Educational Leadership
School of Education

Like most institutions in transition, Montclair State College faces many questions concerning its future size and role within a system of higher education. Faculty, students and alumni probably envision different future images of the college. Some undoubtedly project Montclair as a large university offering varied innovative programs with their related sophisticated facilities. Others see it as a larger version of the small college they once knew.

However, no matter what image is projected, all concerned are probably aware that the college's future will undoubtedly be determined by the amount and type of funding that the



Dr. Frank P. Merlo

college receives from its chief sources of revenue. Political muscle and influence, both with public and private sources of revenue, as well as with those who finally determine the role of a state institution in a system of higher education, will undoubtedly affect the future of the institution. No matter how creative and imaginative the program and facility planners, the degree of difference between "what is planned" and "what is achieved" will largely be determined by funding and political leverage. In large measure, the degree of funding also will be determined by the value that the people of New Jersey and the nation place on the importance of higher education.

Paradoxically, probably the *least* important factors in the future of the college are its role and size. Size and role (as determined by types of programs) are merely quantitative measures. The number of students enrolled or types of professionals prepared for society within a given year are very important to the public which a network of higher education serves, but are really not important to any single institution that is a fractional part of the network itself.

However, whether the Montclair State College of the future is large or small, whether it offers a wide variety of professional preparation programs or not, there are certain qualities that it should retain or toward which it should direct or redirect itself. It is essential that the college consider the quality of education that each student receives in "his union with the institu-

tion." The college must fulfill its part of this "educational contract" by continuing to provide the conditions, opportunities and overall tone that will allow each individual to grow with and toward personal fulfillment. The mechanisms for achieving this are the primary goals toward which the college should continue to address itself during the coming years. Size and role are, at best, secondary considerations.

A majority of each generation of Montclair students has been accused by a small but vocal minority of their peers of apathy toward the role of students in the governance of the institution. Student government and participation in it has been regarded by most as only another activity at the college. Generally speaking, to the majority of students, participation in governance has been, and probably still is, markedly less important than participation in the various professional and social societies or other formal (and informal) groups on campus.

Although student "leaders", both past and present, have condemned this general attitude and, in recent years, labeled it "the Montclair way," it is one of the best behavioral qualities and indicators of good health that the college has had throughout its history. Such an attitude is a credit and a testimony to the leadership and direction, both past and present, at the college. Disruption or dissatisfaction within any social institution, and even its political activity, are determined by the degree of similarity between the assigned role of its members and the role expectancy of these individuals based on their personal need. Aside from the student strike of 1970 which was clearly based on a nationwide issue, the seeming lack of political activity and interest at Montclair in student and faculty governance has been based on the close relationship of role assignment and role expectancy for most individuals at the college. Throughout its history, creative leadership and the direction of the college has fostered a healthy balance between these two vital dimensions of interaction.

Unlike many of our social institutions, Montclair fortunately has had many and differing but effective built-in mechanisms for self-renewal. Historically, the assigned role has anticipated and adjusted to personal need. The task of leadership at Montclair has been to arrange organizational conditions and methods of operation so that most persons could achieve their own goals since they paralleled institutional objectives. The "open climate" of leadership generally found throughout the history of the college has been a situation in which most members of the college community worked well together and enjoyed compatible relationships. Leaders have been characterized by honesty, courage, and the use of a multitude of options and alternatives in the decision-making process. Such an approach has created a climate in which faculty and students operate openly and most effectively and in which acts of individual leadership and direction have come from many sources. Such an approach has led to an ongoing "climate for change" which has been a salient feature of a continuous process of institutional renewal.

Much change has taken place at Montclair and this undoubtedly will continue. The smoothness and success of such change will depend on the type and effectiveness of the humanistic mechanisms employed to maintain the equilibrium between assigned role and personal need required by all members of the college community. Strangely, the degree of student and faculty apathy (probably more aptly named "role satisfaction indicator") toward participation in college governance will probably continue to be the most reliable barometer to measure the college's success in satisfying and maintaining this balance.

In essence, the size and role of Montclair State College has never been its most redeeming quality. Its ability to serve its students and faculty by fostering and supporting behavioral conditions based on individual requirements and role expectations has been its most important attribute. Whether it becomes a major university or again becomes primarily a teachers college, is of little importance. Montclair's "magic" in the future, as it has been in the past, should continue to be based on its historic tradition of continuous self-renewal. Keeping this precept in mind, which probably should be regarded as the "real Montclair way", should enable the college to effectively continue to serve its students and faculty as well as the society which it represents no matter what its future role or size.

WHERE ARE WE?

by Dr. Robert R. Beckwith '42
Professor of History

We have three excellent Ph.D. candidates who will be finishing up this spring. If you have any history openings for the fall at Montclair, I hope that you will keep us in mind.

The scene was the 1970 meeting of the American Historical Association in Boston. The speaker was the history department chairman at a prestigious eastern university. Obviously, his remarks reflected the over-abundance of Ph.D.'s being turned out of American universities, and we talked about that. (At Boston, some 1,700 young historians were competing for the 250 listed available jobs.) His concluding remarks were, "Well, these are young people of unusual promise, and I know that Montclair is a good college. Do keep us in mind."

* * * * *

Like generals preparing to fight the last war in the next engagement, many features of the American system of higher education are past- rather than future-oriented.

Prof. Amitae Etzioni,
chairman sociology department
Columbia University
(THE NEW YORK TIMES,
January 26, 1971)

* * * * *

The Boston conversation and Prof. Etzioni's comment came to mind as I reflected upon where Montclair is and upon where we might go.

Where are we? We do have the *reputation* of being a quality undergraduate college. And, in large measure, that reputation is a deserved one. Without question, the daring and creative leadership of Presidents Sprague, Partridge, and Richardson had much to do with the building of that reputation. Our very reputation, however, forces some questions upon us. Can we continue to live on our reputation? Is doing what we have done well in the past enough to maintain our reputation for excellence? Is our posture analogous to that of Etzioni's generals? Are we in danger of being past- rather than future- (and present-) oriented?



Dr. Robert R. Beckwith

My personal answers to these questions are essentially optimistic and conservative. Montclair's history, her capacities, and her potential to serve, all point to a continuing development of quality undergraduate education. *Continuing development* needs to be emphasized. What we have done in the past, and have done well, is clearly inadequate for today's and tomorrow's world; clearly inadequate for the present needs of Montclair's students, the needs of contemporary American society, and the needs of mankind.

Does *continuing development* mean adventures toward achieving university status? No! 1.) We do not have the resources to provide the necessary research facilities for that kind of development. Surely we can profit from the example of the ambitious overreaching we have witnessed in nearby "universities". Considering, also, the dearth of support for higher education for which New Jersey is infamous, does it seem likely that Montclair could develop the research facilities essential for a quality graduate program?

2.) Is there a need for graduate education which Montclair could fill? In historical studies at least, outstanding research universities are easily available to our qualified students— and our graduates who choose that direction continue to be accepted at Princeton, Wisconsin, Columbia, and Harvard, to name but a few such institutions. To attempt to compete with such research institutions would be folly. And to offer Montclair students a lesser quality of graduate work would be both unwise and untrue to Montclair's tradition.

3.) Most important, the time, thought, and energy required for the development of a new graduate program could only detract from our proper and appropriate mission, the continuing development of a quality undergraduate college program.

Developing a quality undergraduate education for today and for tomorrow places a great demand upon our imaginations and on our creativity. The opportunity for, and the necessity of, a liberal arts education has always been emphasized at Montclair. We need now to ask why that kind of education did not always "take" with many of our graduates. Was it our lack of understanding of the meaning of liberal arts? Is a Montclair graduate who is unaware of the nature of science and technology and of its impact on the modern Western world really liberally educated? Can we allow young people to leave Montclair unfamiliar with the worlds of the fine arts; those who have not examined nature, society, and themselves; men and women who do not habitually question and then look for questions behind the answers? Can our graduates leave still insensitive to ideas and people alike?

If we have allowed this in the past, is there something in our view of the learning process which is uninformed and outmoded? In view of the probable earlier maturation of college students today, and in view of their certain better earlier education, can our approaches to them and to their education remain the approaches of yesterday?

To what extent are we justified in largely deferring real college learning experiences until the final two years? Is it not with freshmen that we need to exercise our best imagination and creativity? Is it not with them that we need most to inspire, stimulate, and challenge?

Must the semester-hour, point-credit system and the traditional calendar remain sacred? How do these relics contribute to the freeing of an individual for self-fulfillment and for service to his fellow man? How can we exploit the opportunities for education which are so obviously available outside the classroom? What must we do to help the student become aware of the interdependence of the various academic disciplines? What are the opportunities and dangers of interdisciplinary approaches to learning? Is an open admissions policy desirable and feasible? Is there a danger that Montclair will remain elitist while the society around us becomes more open and more democratic?

These questions, and many other such, are already being examined on campus. One of the most encouraging developments is the student-initiated Campus Community Scholar Program. The Program is small and its continuance depends upon increased faculty, student, and administration support. But, it is exciting because it has already faced many of the questions, and it has demonstrated several of the many directions Montclair can move in her *continuing development* toward a quality undergraduate college.

INSTITUTIONAL OBJECTIVES AND MANIFEST DESTINY

by E. DeAlton Partridge
President Emeritus

It is a bit beside the point to discuss *whether* colleges — especially state colleges — should grow and develop into universities or multi-universities, or whether they should strive to maintain their existing status in some form. There seems to be a manifest destiny for such institutions which carries them along the route of expansion, whether they wish it or not.

Montclair has already been carried along the route from Normal School to Teachers College to State College. These changes in designation have been accompanied by a rapid and steady growth in students, faculty, and variety of offerings.

It may be that as an institution moves along the pattern of manifest destiny that it can determine the quality of its being even though it is not changed drastically in size and struc-

ture. I have always believed however that after the student body of a college expands beyond 2,500 - 3,000 something begins to happen to the quality of the educational experience.

As the number of students to be served increases, procedures, rules, regulations, and management become less personal. Class sizes increase. The punch card and the computer take over and the relationship between teacher and student changes. Administrative procedures are codified and the open door to administrative offices slowly closes.

There is also a question of what we would *like* to see in the development of Montclair and what is *possible* under the system where finances and basic policies are controlled in a centralized state system.

It is difficult if not impossible for an institution to achieve the kind of climate that is necessary for real human development when the top administration is hamstrung by bureaucratic procedures and regulations which drain off time and energy and leave little room for creativity.

In a bureaucratic system the assumption is that those in charge of the centralized office are more capable of making wise decisions and carrying out procedures through subordinates than those who are directly responsible for operating the institution. This is seldom the case.

The reorganization of higher education in New Jersey in 1966 was obstensibly intended to give the State Colleges a measure of autonomy that would encourage a more mature approach to administrative problems.

The establishment of a Board of Trustees at each college should have provided the means for each of these institutions under competent leadership to pursue the path towards individuality and distinction.

Unfortunately it would appear that this basic aim of re-organization has not been realized. It is evident that the master plans announced from Trenton are designed to determine the manifest destiny of the various colleges.

Montclair achieved distinction as a single purpose institution dedicated to the preparation of secondary school teachers. Fortunately when the college was assigned this mission the administration was one with foresight and courage, and the willingness to launch some innovations.

Since there was no precedent for such an institution, the administration was given a certain amount of freedom to organize a program designed to achieve the objectives assigned to the college. The result was a highly effective and imaginative conception of teacher education which attracted unusual and outstanding people to the faculty.



E. DeAlton Partridge

Some of the features of the Montclair plan, which must have been good, because the college produced outstanding graduates, were the following:

The conception of professionalized subject matter was unique. It utilized outstanding professors in subject areas to demonstrate methods of teaching these subjects in the demonstration school as well as in the college curriculum.

Methods courses were closely related to demonstration teaching. Those who taught methods demonstrated these methods before the students of the college.

The cultural epochs approach to the study of civilization recognized the interrelationship of different disciplines in understanding the development of modern man.

The conception of team teaching was utilized long before it became the fad in the public schools.

The program of field studies provided an opportunity for students to learn first-hand about social and political problems. This idea was far ahead of its time.

The program of one year's study abroad for language majors was a daring one and produced very superior teachers of languages.

Most of these basic and innovative practices have been lost along the path of manifest destiny leading toward a diversified and enlarged curriculum. The demonstration high school which was the core of the whole professional sequence has been phased out.

The educational process is a deeply personal one. The growth and development of the individual takes place during all the waking hours. Formal classes, exams, term papers, objective tests, all of which form a large part of the traditional college especially, are of relatively little consequence in the total development of the individual.

Far more important than these traditional tools for organizing and managing students in a four-year stint on campus are the informal and the intangible, to name but a few.

The climate of expectation. By this I mean what the student thinks is expected of him as a member of this particular college community.

The quality of the faculty as persons who deserve respect from the students.

The informal opportunities for communication between faculty and students.

The atmosphere which encourages student participation in class activities rather than one-way pouring forth of information in lectures.

The so-called extra-curricular activities which can be rich and rewarding or sterile and frustrating.

The opportunity for students to participate in decisions with regard to their own welfare and behavior.

What I am trying to say is—let us hope that Montclair as it moves along the path of its manifest destiny can somehow preserve those qualities that have made it nationally respected and seek new qualities which will meet the changing requirements of higher education in our troubled society. This will not be easy.

Other State institutions have gone from small colleges into burgeoning multi-universities and in the process have lost their character. They are huge but undistinguished. Perhaps Montclair can be the exception.

PUBLIC BROADCASTING IN NEW JERSEY

THE LOOK AHEAD



by Edward J. Meade, Jr. '54
Chairman, New Jersey Public Broadcasting Authority

It is altogether fitting that we take time now to look at public broadcasting in New Jersey and across the nation as well. The 70's may be public broadcasting's finest hours—for from all indications they will undoubtedly be the years when non-commercial broadcasting came into its own.

No longer can one look at public broadcasting—radio or television—merely as a "dull, unimaginative" extension of the classroom, or as "cheap" entertainment, or as an amateur undertaking. Public broadcasting has arrived at quality, interesting, relevant, and highly professional programming. The past few years have brought forth such public efforts as Sesame Street, The Forsythe Saga, Julia Child, Newsroom, The Advocates, Civilisation, and countless other national, regional, and local public programs—all of which have earned a place among broadcasting's finest programs.

Public broadcast programming is not going unnoticed. Last October, for example, Louis Harris and Associates conducted a comprehensive survey of public television. At that time, Harris found that public television signals were within receiving range of 74% of the nation's population and that 39% of this potential audience actually viewed public television. Each week some eight million households tune in to public television. In terms of people that adds up to twenty-four million viewers weekly. Considering that public television is an infant compared to its commercial cousins, that kind of audience is impressive. More impressive is the fact that the growth curve is sharply upward.

In my opinion, the 1970's may be the "golden years" for public broadcasting. People are more aware than ever that public broadcasting can deliver high quality, relevant and complementary programs for their television viewing, and, indeed, for their lives. The key to public broadcasting is its grassroots nature. It is not and should not be a national system. While some of its programming can be of national interest, its strengths rest in its sensitivity to more local needs. Public broadcasting's strength is the state network and the local stations. They are supported by the people—directly by donations and gifts or indirectly by public funds. Either way, they must serve the people.

While public broadcasting is locally oriented, it does have national and regional resources to draw on. The hallmark of public broadcasting nationally is the Corporation for Public Broadcasting (CPB) established by law in 1968. This law provoked James Repton to comment that this action may one day "be recognized as one of the transforming occasions in American life." The Corporation is independent of government, yet receives a major part of its financial support from the Congress. It serves local public broadcasting systems in two ways: (1) through grants to assist local stations and producers for program development, and (2) by conducting pro-

grams of research, public information, and talent development to improve public broadcasting services across the nation.

In addition to the Corporation, there is the Public Broadcasting Service (PBS), which manages a public television "network" by tying together public television stations making possible national programming from time to time. Then there is National Educational Television (NET), a national program production organization, and the Children's Television Workshop (CTW), the producer of "Sesame Street."

A professional association, the National Association of Educational Broadcasters (NAEB), tends to the upgrading of the skills of public broadcasting executives and related personnel, and its Educational Television Stations division (ETS) performs a myriad of services for public television stations.

Last, there are regional groups that create networks for programs of significance and commonality to particular parts of the nation. In the Northeast, the regional group is the Eastern Educational Television Network (EEN).

With all that as background, let me turn to New Jersey—whose public broadcasting activities are just about ready to blossom forth. As many readers will recall, New Jersey attempted to get going in educational television, particularly in-school broadcasts, in the early 1950's. In fact, the early programs developed in New Jersey were regarded as the finest in the country at that time. Unfortunately, however, those early efforts faltered and withered due to a lack of adequate support and organization.

In May 1968 the Commission made its report, *Public Broadcasting for New Jersey*, to the Governor and the Legislature.[1] In it, a plan for a statewide four UHF public television channel network with added microwave facilities at each channel location was presented. The plan also called for the creation of a New Jersey Public Broadcasting Authority, a state supported agency, which would be responsible for the development of this system, its staffing, its programming, and its maintenance. The report was received with enthusiasm by state officials and a request for $7.5 million was included in the November 1968 bond issue question for the voters. The measure was approved at the polls and New Jersey had, for the first time, adequate capital funds to get its public broadcasting system started.

Early in 1969, the State Legislature passed into law an act establishing the New Jersey Public Broadcasting Authority along the lines outlined in the Commission's report. Later that year, the Governor, with the consent of the Legislature, appointed ten citizen members of the fifteen member Commission of the Authority. All appointments are without compensation and the term for citizen members after initial appointment is five years.[2] The remaining five members, by law, are: the State Attorney General, the State Treasurer, the Commissioner of Community Affairs, the Commissioner of Education, and the Chancellor of Higher Education.

Operating funds were voted on by the Legislature sufficient enough to employ a staff to start planning and creating the engineering systems and programs for the Authority. A major step forward was taken by employing Dr. Lawrence T. Frymire as the Executive Director of the Authority. Dr. Frymire, an acknowledged leader in public broadcasting, left his post as Executive Director of the Illinois Telecommunications Commission to come to New Jersey. He has also worked in various communication agencies for over thirty years, including assignments at Michigan State University, California, and the Federal Communications Commission in Washington.

Interestingly enough, it was Dr. Frymire who outlined a landmark study of state public television systems for the Corporation of Public Broadcasting which showed New Jersey last, but ready to move up nonetheless. Now, he is the man most responsible to turn that readiness into reality.

The Authority, as it is presently located at its headquarters building (1573 Parkside Avenue, Trenton), is a structure that once housed bowling alleys. A swift conversion brought forth a public broadcasting facility replete with two first-line television studios, assorted workshops, offices, and related working spaces. As of this writing, a staff of eighty talented broadcasting officials, engineers, cameramen, producers, directors, writers, photographers, designers, technicians, craftsmen, reporters, bookkeepers, secretaries, and others are hard at work to provide the newest and best public television programming for New Jersey.

(1) Copies available from New Jersey Public Broadcasting Authority.

(2) Present Members of New Jersey Public Broadcasting Authority

Henry P. Becton
Becton, Dickinson & Company
Englewood

George Connett
(Vice Chairman)
Vice President, Administration
Prudential Insurance Company
Mendham

Robert C. Crager
General Manager
Community Broadcasting Service, Inc.
(WWBZ)
Vineland

Nathan A. Friedman
Toll, Friedman & Pinsky
Cherry Hill

Anne Martindell
Princeton

John F. McDonald
Associate Director of Public Relations
Rutgers University
New Brunswick

Edward J. Meade, Jr.
(Chairman)
Program Officer in Charge of Public Education
The Ford Foundation
Upper Montclair

Carlos Peay, Jr.
Lawyer
Ridgewood

Maurice Veneri
President
New Jersey State Industrial Union Council, AFL-CIO
Nutley

Donald Wilson
Vice President of Corporate and Public Affairs
LIFE
Princeton



DR. LAWRENCE T. FRYMIRE, Executive Director, of the New Jersey Public Broadcasting Authority.

The concept underlying the Authority's program was generated by the Governor's Commission in its 1968 report. As presently outlined, the Authority's programming contains three distinctive areas:

1. Programs that deal with issues, events and activities that are of interest to most of the citizens of New Jersey. This area of programming is often referred to as that of public affairs, including news, cultural and athletic events, and the like.
2. Programs of a similar nature, but with a more regional and community focus aimed at viewers in the vicinity of one or another of the system's four television stations.
3. Programs of an instructional nature aimed at children and adults in and out of schools and colleges. In some cases, instructional programs would use the closed-circuit channel facilities at each station in addition to or in lieu of the regular open UHF channel. (Note: Eight ITFS—Instructional Television Fixed Signals, sometimes called 2500 megaherz signals—are available, two to each UHF transmitter, for broadcasting to agencies with special receiving equipment already common to some schools and colleges.)

In addition, the Authority also is exploring ways and means by which it can provide news programs for currently operating public radio stations within the state along the lines of its television news series.

Last, the Authority has state-wide responsibility for responding to requests for advice on such broadcasting matters as the compatibility features of electronic broadcasting equipment, telecommunications technology and services, and, to a limited degree, offering consultative services to other public radio and television projects in the State (e.g. closed circuit television systems in individual school districts and colleges).

The Authority is more than public radio and television. It is communications. It is, as the Commission report recommended, "a public instrumentality that allows for a more effective and efficient flow of ideas, knowledge, and expressions of the citizens of New Jersey." Accordingly, the Authority uses some older and less technical means of communication, especially listening, to the citizens. One way is through its staff. Under the direction of Dr. Frymire, the Authority has created a Community Services Department, a Public Information Department, and a Development Department, in addition to typical broadcasting departments such as Engineering, Programming, Educational Services, and Administration.

Community Services has as its responsibility informational input to the Authority's programming ventures. Through Community Services, the Authority hopes to "get the word" from the man on the street and the



SKILLED TECHNICIANS — The finest RCA television equipment available today is in use at the new stations. William Nardello operates equipment to control each color television camera in master control room.

neighborhood in the hope that Authority programs can be relevant and meaningful. While the Authority is a state agency, it must be responsive to the needs and requirements of localities and local groups. Some balance of statewide and local programming needs to be found. Acting on a recommendation in the Commission report, the Authority's Community Services Department is hard at work developing a "citizens network" in localities, regions, and at the level of the state to insure that the Authority's efforts are sensitive to the interests and needs of New Jersey communities. It is expected, too, that a part of the Authority's programs will be used to allow for the cross-communication between and among citizens and citizen groups from various parts of the State. Getting the word out sometimes means getting the people in. In any event, the Authority seeks participation.

The Public Information Department keeps the Authority in touch with other media and information agencies—newspapers, commercial broadcasters, etc.—and them in touch with it. In my remarks at the occasion of the opening of the Authority headquarters in November 1969, I commented that "(the Authority) is not a competitor to the services now rendered by the press and the commercial broadcast industry. Commercial media services are vitally necessary and need to be strengthened. Authority programs, however, can go into areas that need illumination and exploration, but which are not likely to draw an overwhelming audience or a sponsor. Some of our programs will be instructional —in schools and colleges. Authority programs need not be governed by time allocations on the quarter hour or the size of the editorial page. We will do what we must to offer service to New Jersey, but where the newspapers, the commercial radio or television are already serving and serving well—we shall not compete—rather we shall complement."

The Authority expects to honor that pledge.

The Development Department seeks to keep the Authority alert to the needs of business, industry, and organized groups (e.g. unions, associations) throughout the State. In turn, this department keeps such entities alerted to the needs and interests of the Authority. While, for example, the Authority receives the great majority of its finances from State funds, there is little question that added funds will be necessary to enable the Authority to do an even better job, especially for special interest programming. One can foresee, for example, the Authority producing programs for training community officials in matters of ecology and environment protection, or training medical aides to further their career development, or law enforcement officials on community relations, or retraining workers to meet new demands incurred by shifting and changing emphases in industries due to new technologies and production processes. In some of these instances, the Authority will require private funding from sources for which these services and programs are tailored.



ENTERTAINMENT PRODUCTIONS — The new state TV network will produce its own entertainment shows as well as news, sports and public affairs presentations. Here, a pianist performs for NJPBA cameras during a recent videotaping session.



Obviously, the Educational Services branch of the Authority clearly needs to be in constant and systematic communication with the schools and institutions of higher education in New Jersey. Instructional programs command a high priority in the Authority's work. Fortunately, the Authority already has the benefit of a state-wide educational advisory committees established by the Commissioner of Education (for elementary and secondary schools and related institutions) and the Chancellor of Higher Education (for colleges and universities). These committees, functioning independent of the Authority, offer advice and counsel on what kinds of broadcasting programs might serve to improve instruction in schools and colleges. From the Authority's view, it stands ready to produce those programs that are deemed necessary by the people who know—the teachers, professors, administrators, parents, and students. The Authority does not purport to know what the schools and colleges want and need, but once that is determined "in the field," so to speak, the Authority can use its technical and professional skills to fashion complementary and supplementary broadcast programs that use media in imaginative and effective ways. The Authority neither seeks to replace the teacher, nor to duplicate him or her on the television screen.

We can envision, then, a broadcast schedule that will bring New Jersey—its resources, its institutions and services, its problems and its opportunities—to its citizens. While some may say that we are parochial by saying "New Jersey programs for New Jersey citizens," that, frankly, is what we need a good deal of. Until now, we New Jersey viewers and listeners, because we lacked a state broadcasting system, have received only token coverage of news, public affairs, cultural and athletic events, and, to some degree, instructional broadcasts that are directly relevant to us. This is not to criticize the commercial broadcasters in New Jersey nor those commercial and non-commercial broadcasters in neighboring regions. They have other audiences and we have been lucky that they have been able to offer even token services. We aim to fill that gap.

At this writing, the Authority expects to be on the air with its first station in April. That first station will be the Trenton facility, Channel 52 (call letters WNJT). It is planned that the three other channels will be activated within a period of about eight months thereafter. The other stations will be located in Montclair (incidentally, with the transmitter located on the Montclair State College campus), in Warrenville serving the New Brunswick area, and in South New Jersey at Waterford Works serving the Camden-Atlantic City area. Upon completion, this system will reach well over ninety-five percent of all the citizens of the State. The initial programming day will be about five hours each for five days, and within the first six months would expand to six days a week with ten to twelve broadcasting hours per day. Programs shall be a blend of locally developed ones—news, special interests, sports, instruction, entertainment (each with a New Jersey flavor) and programs produced elsewhere—by National Educational Television, the Children's Television Workshop, etc. Some of these programs will be parts of a daily, weekly, or monthly series, or shall be "specials" brought to the viewers when the viewers need to see them. Most of the Authority's television programs will be taped. For the present, the only studio spaces the



Five years ago the idea would have been absurd. Today it is an urgently relevant question . . . one that is uppermost in the minds of campus officials. For institutions that depend upon public confidence and support for their financial welfare, their freedom, and their continued existence, it is perhaps the *ultimate* question:

Are Americans Losing Faith in their Colleges?

A SPECIAL REPORT

Dear President X:

I AM WRITING TO EXPLAIN my resignation from the Alumni Schools Committee and the regional committee of the Capital Campaign.

I can no longer make a meaningful contribution to these programs. To be effective, I must be totally committed. Unfortunately, as a result of changes at Z University over the past few years, I can no longer conscientiously recommend the university to students and parents. And I cannot with enthusiasm ask my fellow alumni to make financial contributions when I personally have decided to withhold my support.

Like many alumni and alumnae, I have been increasingly concerned over the manner in which the university has permitted the student body to take over the "running of the store." Even worse, our colleges and universities seem willing to have them take over the country. I am not anti-youth, but I do not believe that there is something magical about being 18 or 20 years old that gives students all the correct answers and an inherent right to impose their views about everything on the rest of us. The faculty has clearly demonstrated that it is unwilling or unable to exercise moral leadership and, indeed, has often guided the students into actions that are irresponsible at best and dangerous at worst.

The university, it seems, is easily intimidated by the students into supporting strikes, canceling classes, disregarding academic standards, and repressing individuals and groups who speak for the so-called "establishment." By failing to take a stand and to discipline those who violate campus rules, you have encouraged an atmosphere in which laws, traditions, and basic moral values are held in contempt by growing numbers of our young people.

I fear for the existence of Z University as a forum for the free discussion of ideas. A great chorus of anti-establishment rhetoric has issued from a vocal left-wing group on the campus, supported by ultra-liberals on the faculty. I am afraid the university has abandoned its role of educator, to become a champion of partisan politics. And this bodes ill for our democratic society.

All of this may sound like the rantings of a hard-hat conservative. But it is the measure of the situation on the campus that one who has always been rather liberal politically can sound like a reactionary when he takes issue with the radical students of today.

Sincerely,
Alumnus Y

Dear Alumnus Y:

I AM VERY SORRY to lose the services and support of an alumnus who has worked so hard and so successfully for Z University. I am equally sorry that you seem to have lost confidence in the university. An institution of higher education depends on its alumni and alumnae for understanding and support even in the quiet times. In troubled days like these, there is nowhere else to turn.

I won't try to persuade you to accept any assignment or even to continue your financial support. But I do feel compelled to comment on your loss of faith in the university.

Your concern obviously centers on such perplexing and basic questions as the rights and responsibilities of students and faculty, the problems of campus governance, and the danger of politicizing the university. We certainly share your concerns. It is tempting to long for the good old days when problems

were not so complex. But in fact these are serious problems to which there are no easy answers. We wrestle with them every day.

You are certainly right to be worried about the existence of this university (and all campuses) as a forum for the free discussion of ideas. There are many who would use the American college or university in a political struggle to advance their own political ideas. Even well-meaning students would do so, because they do not understand the dangers of such action. Those of us charged with the responsibility must fight with all our wit and strength to prevent that from happening.

I do not think we can win by using force or repression. Rather, we must continue to work with students to convince them that their efforts to politicize the university can destroy it, and this would be terribly costly to society as a whole. When and if the line must be drawn, then we will draw it and deal with the consequences. But we will do everything we can to avoid actions that will limit our options and bring about the violence and polarization that have crippled some great institutions.

It is clear to me that the colleges and universities in America are, to a very considerable degree, reflecting the problems and divisions of the larger society. That can be unpleasant and painful, but it is in some ways a proper and very useful role for a college or university to play.

Consider, if you will, society's other institutions. Can you think of any that are not in similar turmoil? The church, the public schools, the courts, the city halls, the political parties, the family—all of these institutions are also feeling the profound pressures of change, and all are struggling to adapt to problems and needs that no society has ever faced before. If we as citizens and members of these institutions respond simply by withdrawing from them or repudiating them, then I fear not only for the future of our institutions but for the future of our nation. Disraeli once said, "Individuals may form communities, but only institutions can make a nation."

THIS UNIVERSITY IS INDEED INVOLVED in the controversy which engulfs America and from which progress and constructive change will one day come. Our students and faculty are indeed concerned and vocal about the rights of their fellow citizens, about the war, about the environment, about the values of our society. If it were otherwise, our alumni and alumnae would certainly be justified in refusing to support us.

Very simply, Mr. Y, the current generation of young people will one day run this nation. They are here and cannot be traded in for a quieter, more polite, more docile group. Nor should anyone want to trade them in. This university cannot abandon them, or isolate them, or reject them. Our mission is to work with these young people, to sensitize them, humanize them, educate them, liberate them from their ignorances and prejudices. We owe that to the students, but even more to the country and to our alumni and alumnae. The course is uncharted, to be sure; it will be uncomfortable at times and somewhat hazardous in spots; but it is the only course a great university can follow.

I'm sorry you won't be on board. Sincerely,

President X



THE LETTERS on the preceding two pages typify a problem of growing seriousness for U.S. colleges and universities: More and more Americans—alumni, parents, politicians, and the general public—are dissatisfied with the way things have been going on the nation's campuses.

"For the first time in history," says Roger A. Freeman, former special assistant to President Nixon, "it appears that the profound faith of the American people in their educational institutions has been shaken, and their belief in the wisdom of our educational leaders and in the soundness of their goals or practices has turned to doubt and even to outright disapproval."

The people's faith has been shaken by many things: campus violence, student protest, permissiveness, a lack of strict discipline, politicization of the campus, the rejection of values and mores long-cherished by the larger society. Complicating the problem is a clash of life-styles between the generations which has raised a deafening static and made communication extremely difficult between students and their off-campus elders. (At one meeting not long ago, an angry alumnus turned on a student and shouted, "I just can't hear you. Your hair is in my ears.")

How many people are disenchanted, how strongly they feel, and how they will act to express their discontent is not yet clear. But there is little doubt about the feelings and actions of many political leaders at all levels of government. Vice President Spiro T. Agnew spoke for many of them:

"When one looks back across the history of the last decade—at the smoking ruins of a score of college buildings, at the outbreaks of illegal and violent protests and disorders on hundreds of college campuses, at the regular harassment and interruption and shouting down of speakers, at the totalitarian spirit evident among thousands of students and hundreds of faculty members, at the decline of genuine academic freedom to speak and teach and learn—that record hardly warrants a roaring vote of confidence in the academic community that presided over the disaster."

Many state legislators are indicating by their actions that they share the Vice President's views. Thirty-two states have passed laws to establish or tighten campus regulations against disruption and to punish student and faculty offenders and, in some cases, the institutions themselves. A number of states have added restrictive amendments to appropriations bills, thus using budget allocations as leverage to bring colleges and universities into line.

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'The public has clearly indicated displeasure with higher education'

The chancellor of California's state college system described the trend last fall:

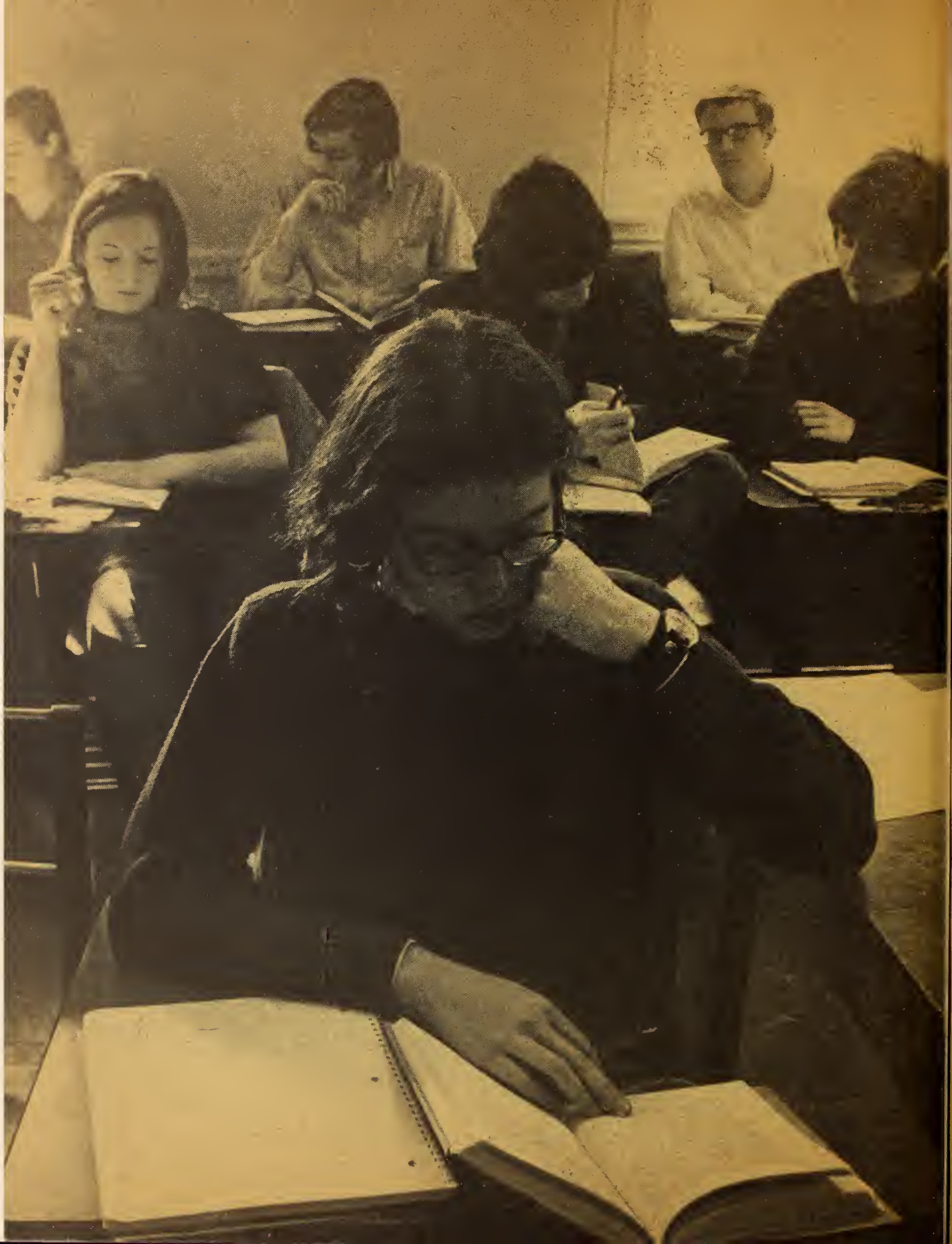
"When I recently asked a legislator, '. . . Why did the legislature take what appears to me, and to most faculty and administrators in the state college system, to be punitive action in denying [a] cost-of-living increase to professors?'—he replied, 'Because it was the public's will.'

"We find ourselves confronted with a situation unlike that of any previous year. The 'public,' through the legislature, has clearly indicated displeasure with higher education . . . We must face the fact that the public mood, as reflected in the legislature, has taken a substantial turn against higher education overall."

A similar mood prevails in Washington. Federal support of higher education has slowed. Congressmen who have been friendly to higher education in the past openly admit that they face growing resistance to their efforts to provide funds for new and existing programs. Rep. Edith Green, chairman of the House of Representatives subcommittee that has jurisdiction over bills affecting colleges and universities, observed during the last session, "It would be most unwise to try to bring to the floor this year a bill on higher education, because the climate is so unfavorable."

IF THIS APPARENT LOSS OF FAITH PERSISTS, America's institutions of higher education will be in deep trouble. Even *with* the full confidence of the American people, most of the nation's colleges and universities would be experiencing financial difficulties. *Without* the public's confidence, it is now evident that large numbers of those institutions simply cannot survive.

Three years ago, the editors of this report published a special article on the financial outlook of American higher education at that time. The article began: "We are facing what might easily become a crisis in the financing of American higher education." And it concluded: "Unless the American people—especially the college and university alumni—can come alive to the



reality of higher education's impending crisis, then the problems of today will become the disasters of tomorrow."

Tomorrow has arrived. And the situation is darker than we, or anyone else, anticipated—darkened by the loss of public confidence at the very time when, given the *best* of conditions, higher education would have needed the support of the American people as never before in its history.

If the financial situation was gloomy in 1968, it is desperate on most campuses today. The costs of higher education, already on the rise, have risen even faster with the surging inflation of the past several years. As a result of economic conditions and the growing reluctance of individual and organizational contributors, income is lagging even farther behind costs than before, and the budgetary deficits of three years ago are even larger and more widespread.

This situation has led to an unprecedented flood of appeals and alarms from the academic community.

► James M. Hester, president of New York University and head of a White House task force on higher education, states that "virtually every public and private institution in the country is facing severe financial pressures."

► A. R. Chamberlain, president of Colorado State University, sees financing as "the most serious problem—even more serious than student dissent—that higher education will face in the 1970's." Many state legislators are angry, and the budgets of dozens of publicly supported colleges and universities are feeling the effects of their wrath.

► The smaller and less affluent colleges—with few financial reserves to tide them over a period of public disaffection—may be in the direst straits. "We are dying unless we can get some help," the president of Lakeland College, appearing in behalf of small liberal arts institutions, told a congressional committee. He added: "A slow death as we are experiencing goes practically unnoticed. This is part of our problem; nobody will even notice until after it happens."

(Few noticed, perhaps, the demise of 21 institutions reported in the 1969-70 Office of Education Directory, or that of several others which have decided to go out of business since the directory was published.)

► Preliminary figures from a study of financial problems at the 900 member institutions of the Association of American Colleges indicate that an alarming number of colleges are going into the red. William W. Jellema, the association's research director, estimates that about one-fourth of all private liberal arts colleges in the nation are now drawing on their endowments in one way or another to meet operating expenses.

The situation is darker than we—or anyone else—anticipated

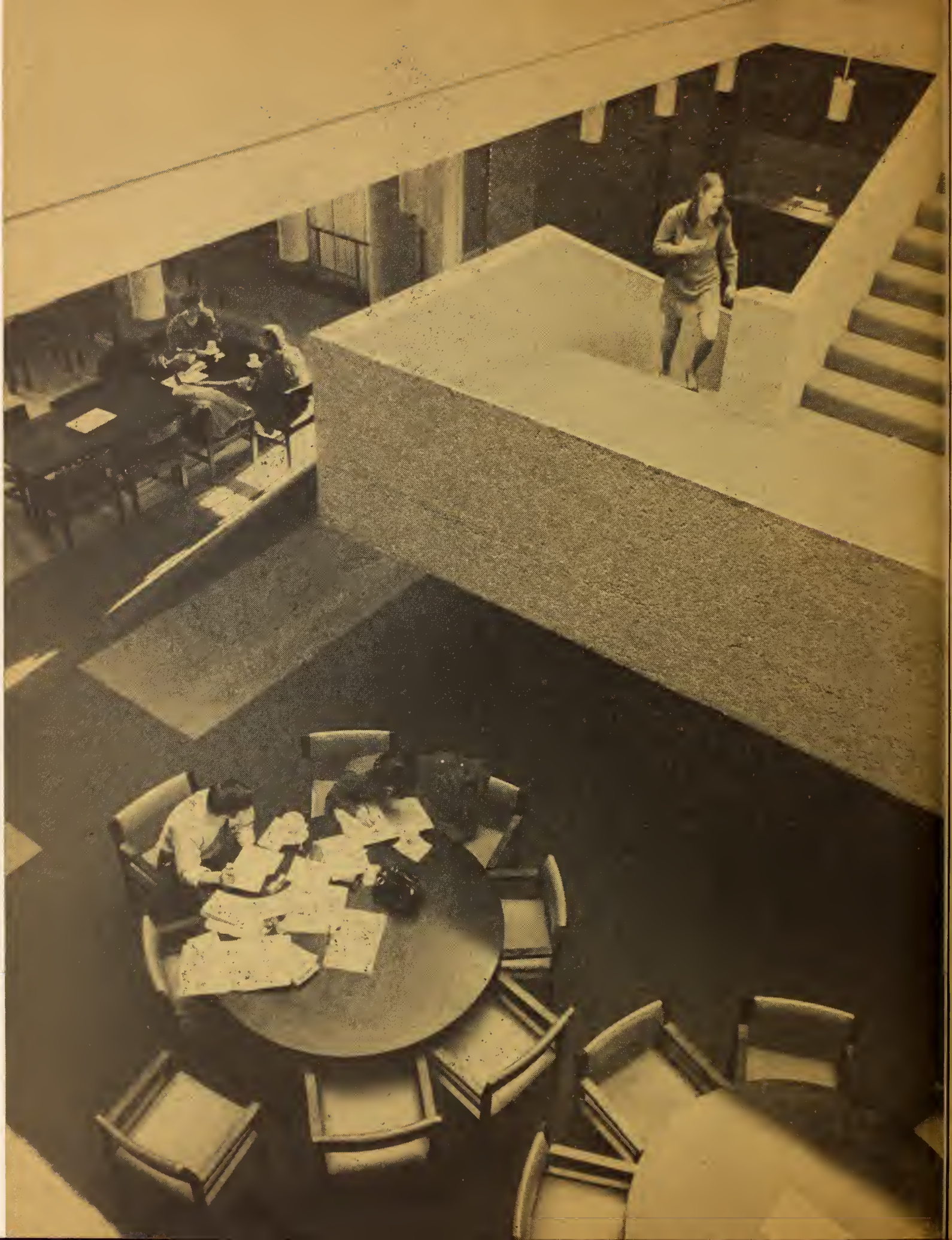
► At least half of the 70 private colleges and universities in Illinois are operating at a loss. A special commission created to study their fiscal problems warned that deficits "threaten the solvency, the quality, the vitality—even the survival—of some institutions." The lieutenant governor of Illinois predicts that one-third of the nation's private colleges may go out of existence by the end of the decade, unless state governments provide financial assistance.

► Predominantly black colleges and universities are feeling the pinch. The former president of one such institution put the problem in these terms: "If all the black students at Harvard, M.I.T., Brandeis, and the main campus of the University of Virginia were suddenly to drop out of college, there would be headlines all over the country. But the number of black students who will drop out of my school this year is equal to the number of black students at those four schools, and nothing will be said about it. We could keep most of them for another $500 apiece, but we don't have it."

Even the "rich" institutions are in trouble. At Yale University, President Kingman Brewster noted that if the present shrinkage of funds were to continue for another year, Yale "would either have to abandon the quality of what we are doing, or abandon great discernible areas of activity, or abandon the effort to be accessible on the merits of talent, not of wealth, or of race, or of inheritance." As the current academic year began, Yale announced that its projected deficit might well be larger than anticipated and therefore a freeze on hiring would be in effect until further notice—no new positions and no replacements for vacancies. The rest of the Ivy League faces similar problems.

RETRENCHMENT has become a household word in campus administrative offices and board rooms everywhere. It is heard at every type of college and university—large and small, public and

Photographs by Erich Hartmann, Magnum



private—and in every part of the country. For example:

► One morning several months ago, the trustees of a member-institution of the prestigious Association of American Universities spent several hours discussing the eventual necessity of scaling down to a small-college operation.

► Saint Louis University has closed its school of dentistry and is phasing out its school of engineering.

► Tufts University has eliminated its school of theology.

► Case Western Reserve University has terminated its graduate physical therapy program.

► A large university in the South has been forced to phase out six Ph.D. programs.

► Huston-Tillotson College has cut back on its athletic program, reduced the number of course offerings, and eliminated several faculty positions.

► Reed College has taken steps to cut the size of its student body and to raise the student-faculty ratio.

► A high-priced nuclear reactor at an Eastern state university stands idle for lack of research support and operational funds.

The Rev. Theodore M. Hesburgh, president of the University of Notre Dame, sums it up this way: "In the 25 years that I have been associated with the university . . . I can think of no period more difficult than the present. Never before has the university taken on more tasks, and been asked to undertake many more, while the sources of support, both public and private, both moral and financial, seem to be drying up."

THE FINANCIAL SITUATION is nowhere more urgent than in the medical schools. Forty-three of the country's 107 medical schools are in such severe financial straits that they are getting "disaster grants" from the federal government this year.

Dr. John Cooper, president of the Association of American Medical Colleges, warns that "the whole financial structure of our medical schools is gravely threatened." He blames cuts in federal funding (which provides more than 50 per cent of many medical school budgets) as well as inflation and reductions in Medicaid to hospitals.

Cutbacks in federal programs have also begun to erode the quality and effectiveness of academic science. Prominent scientists, who are not given to overdramatizing the facts, have issued urgent warnings.

Jerome Wiesner, provost of M.I.T. and former Presidential science adviser, said: "Cutbacks now in scientific research may cost the nation its leadership in science and technology, and its economic well-being in the decades ahead."

Teams of scientists and technicians, painstakingly organized over the years, are now being scattered. Training and educational programs that provided the country with scientific manpower are faltering, and some have been forced to shut down.

Philip Handler, president of the National Academy of Sciences, has said: "Our national apparatus for the conduct of research and scholarship is not yet dismantled, but it is falling into shambles." The universities are the backbone of that apparatus. When support of the universities weakens, science weakens.

WHAT ALL THIS ADDS UP TO is a crisis of unprecedented proportions for higher education—"the greatest financial crisis it has ever had," in the words of Clark Kerr, chairman of the authoritative Carnegie Commission on Higher Education.

Dr. Kerr's commission recently determined that two in every three U.S. colleges and universities were facing financial "hard times." Some 540 institutions, the commission estimated, were already "in financial difficulty"; another 1,000 were found to be "headed for financial trouble."

"Serious enough to be called a depression," was the estimate of Earl F. Cheit, professor of business administration at the University of California, who studied higher education institutions of all types for the Carnegie Commission and concluded that almost all colleges and universities eventually may be in financial difficulty. (In the course of his study, Mr. Cheit found that most college presidents believed that the loss of public confidence in higher education was, in large measure, at the root of much of the trouble.)

ALARMS about higher education's financial plight have been raised regularly over the years, simply because financial hardship has always been a fact of life for colleges and universities. In the past, the warnings and admonitions have produced at least enough response to provide some monetary relief and to forestall disaster. But the problem has grown steadily worse in recent years, and educators are pessimistic about the federal government's, or the state legislatures', or the alumni's coming to the rescue this time. In fact, the turmoil on the campuses and the growing antagonism toward the academic community could result in the situation becoming even worse.



The basic fiscal problem of colleges and universities is rather simple. They are nonprofit institutions which depend for their income on tuition and fees, interest on endowment, private gifts, and government grants. Tuition and fees do not cover the cost of education, particularly of graduate education, so the difference must be made up from the other sources. For private institutions, that means endowment income and gifts and grants. For state institutions, it generally means legislative appropriations, with relatively small amounts coming from endowment or private gifts.

In recent years, both costs and income have gone up, but the former have risen considerably faster than the latter. The widening gap between income and expenditures would have been enough in itself to bring colleges and universities to the brink of financial crisis. Reductions in funding, particularly by the government, have pushed the institutions over the brink.

Federal support for higher education multiplied nearly fivefold from 1960 to 1971, but the rate has slackened sharply in the past three years. And the future is not very promising. The president of a Washington-based educational association said bluntly: "In Washington, there is a singular lack of enthusiasm for supporting higher education generally or private higher education in particular."

Highly placed Administration officials have pointed out that colleges and universities have received a great deal of federal money, but that the nation has many urgent problems and other high priorities that are competing for the tax dollar. It cannot be assumed, they add, that higher education will continue to receive such a substantial share of federal aid.

Recent actions make the point even more dramatically:

► The number of federally supported first-year graduate fellowships will be nearly 62 per cent lower in 1971-72 than in 1967-68.

► The National Science Foundation has announced that it will not continue to make grants for campus computer operations. The foundation reports that—when inflation is considered—federal funds for research at colleges and universities declined 11 per cent between fiscal 1967 and 1970.

► The Higher Education Facilities Act of 1963, which helped to pay for much of the construction on campuses during the past seven years, is being phased out. In 1967 the outlay was $700-million; last year President Nixon requested no funds for construction. Instead he proposed an interest subsidy to prompt institutions to borrow construction money from private sources. But a survey of state higher education commissions indicated that in most states fewer than 25 per cent of the institutions could borrow money on reasonable repayment terms in today's financial market. Six states reported that none of their private institutions could borrow money on reasonable terms.

The golden age: "we have discovered that it was only gold-plated"

► The federal government froze direct loans for academic facilities in 1968. On June 30, 1969, the Office of Education had $223-million in applications for loans not approved and $582-million in grants not approved. Since then only $70-million has been made available for construction.

► The National Aeronautics and Space Administration has reduced its obligations to universities from $130-million in 1969 to $80-million in 1971.

"Losing federal support," says a university research scientist, "is almost worse than never having received it." Since much of higher education's expansion during the '60's was financed with federal funds, the withdrawal of federal assistance leaves the institutions with huge commitments and insufficient resources to meet them—commitments to faculty, to students, to programs.

The provost of a university in the Northeast notes wistfully: "A decade ago, we thought we were entering a golden age for higher education. Now we have discovered that it was only gold-plated."

MUCH THE SAME can be said about state funds for public higher education. The 50 states appropriated $7-billion for 1970-71, nearly $1-billion more than in any previous year and five times as much as in 1959-60. But a great part of this increase went for new facilities and new institutions to accommodate expanding enrollments, rather than for support of existing institutions that were struggling to maintain their regular programs. Since public institutions are not permitted to operate with fiscal deficits, the danger is that they will be forced to operate with quality deficits.

"Austerity operations are becoming a fact of life for



a growing number of institutions," says the National Association of State Universities and Land-Grant Colleges.

Many public institutions found their budgets cut this year or their requests for capital funds denied or reduced. Colorado State University's capital construction request for this year was cut from $11.4-million to $2.6-million in the face of projected enrollment increases of 3,600 juniors and seniors.

As state support has started to level off, public institutions have begun to raise tuition—a move that many feel is contrary to the basic philosophy of public higher education. The University of California is imposing a tuition charge for the first time in its history. The University of Illinois has boosted tuition by 60 per cent. Between 1959 and 1969, tuition and required fees doubled at public institutions.

Tuition in public institutions still does not approach tuition in private colleges and universities, which is now nearing $3,000 in many places. At these levels, private institutions are having increasing difficulty attracting applicants from middle-income families. Many small liberal arts colleges, which depend on tuition for as much as 80 per cent of their income, are losing students to less expensive public institutions. Consequently, many smaller private colleges reported vacancies in their entering classes last fall—an indication that they may be pricing themselves out of the market.

Private giving is not likely to take up the slack; quite the contrary. The tax reform laws, recent declines in corporate profits, pressures to redirect resources to such pressing problems as environmental pollution, and the mounting unrest on the campuses have all combined to slow the pace of private giving to colleges and universities.

The Commission on Foundations and Private Philanthropy concluded that "private giving is simply not keeping pace with the needs of charitable organizations." The commission predicted a multibillion-dollar deficit in these organizations by 1975.

Colleges and universities have been working harder in their fund-raising efforts to overcome the effects of campus unrest and an ailing economy. Generally, they have been holding the line. An Associated Press survey of some 100 colleges throughout the country showed that most schools were meeting fund-drive goals—including some which experienced serious student disruption. Although the dollar amount of contributions has risen somewhat at most schools, the number of contributors has declined.

The consequences may go well beyond the campuses

"That is the scary part of it," commented one development officer. "We can always call on good friends for the few big gifts we need to reach the annual goal, but attrition in the number of donors will cause serious problems over the long run."

ALL OF THIS quite obviously bodes ill for our colleges and universities. Some of them may have to close their doors. Others will have to retrench—a painful process that can wipe out quality gains that have taken years to accomplish. Students may find themselves paying more and getting less, and faculty may find themselves working harder and earning less. In short, a continuation of the fiscal crisis can do serious damage to the entire higher educational establishment.

But the negative consequences will go well beyond the campus. "What happens to American higher education will ultimately happen to America," in the words of one observer. Examples:

► Much of the nation's technological progress has been solidly based on the scientific effort of the universities. To the degree that the universities are weakened, the country's scientific advancement will be slowed.

► The United States needs 50,000 more medical doctors and 150,000 more medical technicians right now. Yet the cutback in federal funds is leading to retrenchment in medical schools, and some 17 are threatened with closing.

► For two decades U.S. presidents and Congress have been proclaiming as a national goal the education of every young person to the limit of his ability. Some 8.5-million students are now enrolled in our colleges and universities, with 12-million projected by 1980. The Carnegie Commission on Higher Education recommends the creation of between 230 and 280 new community colleges in the next decade and an additional 50 urban four-year colleges to serve metropolitan areas. Yet federal programs to aid in campus construction are being phased out, states are cutting back on



capital expenditures, student aid programs are being reduced, and colleges are being forced to close their doors.

► Governmental rulings are now clearly directed to integrating black Americans into the larger society and creating equal educational opportunities for them and for the nation's poor. Many colleges and universities have enlisted in that cause and have been recruiting minority-group students. This is a costly venture, for the poor require almost complete scholarship support in order to matriculate in a college. Now, the shortage of funds is hampering the effort.

► An emergent national goal in the 1970's will be the cleaning of the environment and the restoration of the country's urban centers as safe, healthy, and sane places to live. With this in mind, the National Science Foundation has shifted the emphasis in some of its major programs toward the environmental and social sciences. But institutions which face major retrenchment to offset growing deficits will be seriously constrained in their efforts to help solve these pressing social problems.

"The tragedy," says the president of a large state university, "is that the society is rejecting us when we need it most—and I might add when it most needs us."

THE PUBLIC'S loss of confidence in the colleges and universities threatens not only their financial welfare, but their freedom as well. Sensing the public's growing dissatisfaction with the campuses, state legislators and federal officials have been taking actions which strike directly at the autonomy and independence of the nation's educational institutions.

Trustees and regents have also begun to tighten controls on colleges and universities. A number of presidents have been fired, frequently for not dealing more harshly with student and faculty disrupters.

"We are in a crossfire," a university president points out. "Radical students and faculty are trying to capture our universities, and they are willing to destroy our freedom in the effort. Authorities, on the other hand, would sacrifice our freedom and autonomy to get at the radicals."

The dilemma for college and university officials is a particularly painful one. If they do not find effective ways to deal with the radicals—to halt campus violence and resist efforts to politicize the institutions—outside forces will exert more and more control. On the other hand, if administrators yield to outside pressures and crack down on radicals, they are likely to radicalize moderate students and damage academic freedom and individual rights in the process.

Alumni who understand can help to restore the public confidence

McGeorge Bundy, president of the Ford Foundation, summed it up this way:

"To the degree that violence subsides and the university community as such is kept separate from political conflict, the danger of attack upon the freedom of the university from the outside will be reduced. No institution which depends upon society for its resources will be allowed—*as an institution*—to choose sides in the general contests of the democratic process, and violence by the privileged is an uncommonly unpopular phenomenon. If it be true, as I believe, that both politics and violence must be restrained in the academic world for reasons that are intrinsic to the nature of the university, it is also true that when violence spreads and the university is politicized, society as a whole turns hostile—and in a prolonged contest with society as a whole, the university is not a likely winner."

Freedom would be the first casualty—the freedom to teach, the freedom to learn, the freedom to dissent, and the freedom of the academy to govern itself. Truth, objectivity, vitality, and knowledge would fall victim in quick succession. Were this to happen, society as a whole would suffer, for autonomous colleges and universities are indispensable to society's own self-renewal, its own cultural and intellectual advancement, and its own material well-being.

Samuel Gould, former chancellor of the State University of New York, once told his legislature something that is especially relevant today: "A society that cannot trust its universities," he said, "cannot trust itself."

"THE CRISIS on American campuses has no parallel in the history of this nation. It has its roots in divisions of American society as deep as any since the Civil War. The divisions are reflected in violent acts and harsh rhetoric and in the enmity of those Americans who see themselves

as occupying opposing camps. Campus unrest reflects and increases a more profound crisis in the nation as a whole."

Thus did the President's Commission on Campus Unrest begin its somber "call to the American people" last fall. Only greater tolerance and greater understanding on the part of all citizens, the commission declared, can heal the divisions.

If a major disaster for higher education and for society is to be averted, moderate Americans in every segment of society must make their voices heard and their influence felt. That effort must begin on the campuses, for the primary responsibility to increase understanding lies with the academic community.

Polls and studies have made it abundantly clear that the overwhelming majority of faculty members, students, and administrators are moderate people who reject violence as a means of changing either society or the university. These people have been largely silent and inactive; in the vacuum they have left, an impassioned and committed minority has sought to impose its views on the university and the society. The moderate majority must begin to use its collective power to re-establish the campus as a place of reason and free expression where violence will not be tolerated and harsh rhetoric is scorned.

The majority must also rethink and restate—clearly and forcefully—the purpose of our colleges and universities. It has become clear in recent years that too few Americans—both on and off the campus—understand the nature of colleges and universities, how they function, how they are governed, why they must be centers for criticism and controversy, and why they must always be free.

Only such a moderate consensus will be effective in restraining and neutralizing extremists at either end of the political spectrum. The goal is not to stifle dissent or resist reform. Rather, the goal is to preserve colleges and universities as institutions where peaceful dissent and orderly change can flourish. Violence in the name of reform inevitably results in either repression or a new orthodoxy.

Polls and studies show that most alumni are also moderate people, that they support most of the campus reform that has occurred in recent years, that they share many of the concerns over social problems expressed by activist students, and that they sympathize with college officials in their difficult task of preserving freedom and order on the campus.

"What is surprising," notes a college alumni relations officer, "is not that some alumni are withdrawing their support, but that so many have continued to support us right through the crises and the turmoil." He went on to point out that only one of four alumni and alumnae, on the average, contributes to his or her alma mater. "Wouldn't it be something," he mused, "if the ones we never hear from rallied round us now." Wouldn't it indeed!

Alumni and alumnae, by virtue of their own educational experience and their relationship to colleges and universities, have a special role to play in helping to restore public confidence in higher education. They can make a special effort to inform themselves and to understand, and they can share their information and understanding with their fellow citizens. Too many Americans, influenced by mass-media coverage which invariably focuses on the turmoil, are ready to believe the worst about higher education, are willing to sanction the punishment of all colleges and universities in order to retaliate against the disruptive minority. Too many Americans have already forgotten the great positive contributions that colleges and universities have made to this nation during the past three decades. Here is where the alumni and alumnae can make a contribution as important as a monetary gift. They can seek to cool passions and to restore perspective. They can challenge and correct misinformation and misconceptions. They can restore the public confidence.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the persons listed below, the trustees of EDITORIAL PROJECTS FOR EDUCATION, INC., a nonprofit organization informally associated with the American Alumni Council. The trustees, it should be noted, act in this capacity for themselves and not for their institutions, and not all the editors necessarily agree with all the points in this report. All rights reserved; no part may be reproduced without express permission. Printed in U.S.A. Trustees: DENTON BEAL, C. W. Post Center; DAVID A. BURR, the University of Oklahoma; MARALYN O. GILLESPIE, Swarthmore College; CORBIN GWALTNEY, Editorial Projects for Education; CHARLES M. HELMKEN, American Alumni Council; GEORGE C. KELLER, State University of New York; JACK R. MAGUIRE, the University of Texas; JOHN I. MATTILL, Massachusetts Institute of Technology; KEN METZLER, the University of Oregon; JOHN W. PATON, Wesleyan University; ROBERT B. RENNEBOHM, the University of Wisconsin Foundation; ROBERT M. RHODES, the University of Pennsylvania; STANLEY SAPLIN; VERNE A. STADTMAN, Carnegie Commission on Higher Education; FREDERIC A. STOTT, Phillips Academy (Andover); FRANK J. TATE, the Ohio State University; CHARLES E. WIDMAYER, Dartmouth College; DOROTHY F. WILLIAMS, Simmons College; RONALD A. WOLK, Brown University; ELIZABETH BOND WOOD, Sweet Briar College; CHESLEY WORTHINGTON.

Authority possesses are at its Trenton headquarters. Still, the freshness and vitality of "live" television will be part of the program day as well—sporting events, cultural activities, public hearings, on-the-spot coverage of news are obvious examples. There will be others.

There is much more I can say about the Authority. For me, it is a growing child—one I have had the privilege and responsibility (sometimes awesome) of helping to create and shape. Perhaps, in closing, it is best for me to draw your attention to the problem and opportunity which the Governor's Commission on Public Broadcasting saw in its earliest moments and of which it reminded all the citizens by using these words in its report:

"Finally, public broadcasting can help bind together the people of the State of New Jersey. Our state is rich in its material, natural, and human resources. We are proud of diversity, of our seashore, and wooded hills, and towns, and cities. We do not want to see our state homogenized into a grey sameness. But we crave a unity along with our diversity. We want the world to know all our parts, and we want to know them better ourselves.

"Forty-one years ago, one of our distinguished citizens, Chester Barnard, then President of the New Jersey Bell Telephone Company, said, 'It is fundamental to an adequate recognition and popular support of progressive development of this State that the public be conscious of New Jersey as a single community. It is not so conscious now.' The nation, and many of our citizens, still think of our State as a 'corridor' or as that protoplasm for those two great nuclei of Philadelphia and New York City, or as 'two Jerseys,' south and north, or, to choose another customary division, east and west.

"The development of a 'New Jersey consciousness' is not simply a matter of state pride or loyalty. It affects the pocketbooks of every New Jersey citizen when residents of our state bank or buy elsewhere. It affects our educational and cultural institutions when New Jersey citizens seek intellectual stimulation and aesthetic experience elsewhere, often in ignorance of the riches that lie within their own borders.

"Barnard called upon leaders of public opinion in New Jersey 'to develop a popular attitude and interest that will stimulate active, constructive programs to meet the conditions adequately both in time and scope.' They should, he said, 'emphasize the importance of *participation* in New Jersey affairs and *support* of New Jersey projects. . . as a matter both of self interest and civic duty. . .'

"He made these remarks in the late 1920's. It is appropriate that a communications leader should look ahead to the state's need for identity just at the beginning of the era when radio was in its infancy and when a powerful new instrument (television) for pursuing the



Edward J. Meade

dream of a unified New Jersey was emerging from scientific laboratories.

"New Jersey still is, as Woodrow Wilson said a half century ago, 'the fighting center of the most important social questions of our time.' Public broadcasting can help our state address these questions and thereby realize its greater potential and command the national recognition it deserves."

The New Jersey Public Broadcasting Authority—its people, its programs, its technology and its support—can, and I believe will, be a vital aid to crystallizing the true identity of New Jersey. Further, the Authority can advance understanding our state among its own citizens and the rest of the nation. The aim of the Authority is high, as it must be. We aim to give to New Jersey communities and citizens full access to the information, knowledge, and education they need for their personal fulfillment and for their role as productive, participating citizens. We aim to increase the quantity and quality of communications so necessary to the full development of our potential—as individuals, communities, and as a state.

Public broadcasting in New Jersey will be as good—or as bad—as our citizens and their leaders want it to be. I am convinced that the people of New Jersey want quality public broadcasting—sensitive, alert, timely, factual, and courageous. To that end, the Authority is dedicated. Our only limits on what can be done will be determined by two factors: our imagination and ability to translate ideas into programs; and our willingness to provide the support—financial, human, technical, and political— for such efforts.

Help us to eliminate those limits. Help the Authority to think and to plan. Criticize us, nudge us, love us, hate us; just do not ignore us!! We can help you—WATCH and see.



Thomas H. Richardson

An Analysis and Response:

The New Jersey Master Plan for Higher Education-Phase II

As viewed from the perspective of Montclair State College

by Thomas H. Richardson
President Montclair State College

I: BACKGROUND: THE QUEST FOR EDUCATIONAL OPPORTUNITY

The reorganization of higher education in New Jersey and the creation of a Board of Higher Education in 1967 established a vehicle for the discussion of higher education needs in New Jersey; in a very strict sense, the harsh postulates of the evolving dialogue on higher education being registered nationally could not have been ignored in New Jersey.[1] The restructuring of higher education in our state precisely proposed participative roles for all of its academic communities out of which would have emerged a New Jersey Master Plan For Higher Education, and its enthusiastic implementation. The Montclair State College academic community saw in the reorganization a new and invigorated role, and offered its resources and strengths to the cooperative task of redefinition and expanded opportunities.

Unfortunately, the course of events has been otherwise. It can only be assumed that the New Jersey Board of Higher Education, in charging its Department of Higher Education to produce a master plan, sought participation in planning for the academic communities from which consensus would have had to have been established. If the absence of participation and consensus in the academic communities was already evident with the publication by the Department of Higher Education of *Goals for Higher Education in New Jersey* (January 1970), the criticisms which have attended the appearance of *Higher Education in New Jersey: A Development Plan* [The Phase II document] (December 1970) have made it unalterably clear that this latter document is both controversial and, in many respects, inimical to the very extension and contextual enfranchisements in higher education which the New Jersey Board of Higher Education has energetically sought.[2] If there is agreement on anything, it is on this one point. In their failure to involve meaningfully the colleges in planning, the personnel of the Department of Higher Education have attempted analysis somewhat in the style, perhaps, of a bright child trying to fit an especially troublesome piece into a jigsaw puzzle—often less

[1]The continuum of the dialogue extends across a quarter-century. See, in this connection, the following commission reports: *Higher Education for American Democracy* (1947); *Goals for Americans: The Report of the President's Commission on National Goals* (1960); Educational Policies Commission, *Universal Opportunity for Education* (1964); Carnegie Commission on Higher Education, *Quality and Equality* (1968). See also, Christopher Jencks and David Riesman, *The Academic Revolution* (1968); Abram J. Jaffe and Walter Adams, *American Higher Education in Transition* (1969); and John K. Folger and Charles B. Nam, *Education of the American Population* (1967).

[2]The intensity of the negative reactions from the academic communities has been overwhelming. The dissenting reaction has been registered in position papers (*e.g.*, "A Position Paper on Higher Education in New Jersey: A Development Plan [Trenton State College, February 24, 1971]); in policy statements (*e.g.*, N.J. Council of State Colleges, February 10, 17, 1971) which observed, "To speak of diversity in the draft Master Plan and then to create a framework which encourages commonality seems an odd way to meet the need for change and to fulfill the promise of the Higher Education Act of 1966. Bondage is probably no more creative now that it was before 1966;" in public hearings (*vide, Star Ledger,* March 3, 1971; *The Evening News,* March 4, 1971) in which criticism was voiced by Presidents of state colleges, the acting President of Rutgers University, a spokesman for the Organization of Negro Educators, and the President of the Newark College of Engineering who characterized components of the plans as "Proposing amputation of a limb to cure a bad case of indigestion." Criticism has also been recorded from the community colleges. An incisive criticism has been made in a memorandum (2/9/71) by President Richard E. Bjork of Stockton State College which was presented to the Council of State Colleges. It is only realistic to suggest that the N.J. Department of Higher Education's decision to publish its own newsletter ("The N.J. Higher Education Forum"), whose first issue appeared in February 1971, was an attempt to overcome the spreading dissent and disenchantment.

with the intention of solving the juzzle than of demonstrating that the pieee does not belong there at all.

II: RECOMMENDATIONS OF THE PHASE II DOCUMENT

Higher Education in New Jersey: A Development Plan is described as ". . . a working draft of Phase II of the Master Plan, prepared by the staff of the Department of Higher Edueation," whose objeetives are:

—Develop an enrollment plan for the period 1970-85.

—Determine whether any new institutions are required.

—Define the role and mission of each institution.

Within these parameters, the doeument is a far-ranging diseussion (handieapped somewhat by disorganization) of edueational opportunity in New Jersey out of whieh it delineates very sharply a set of reeommendations. None of its proposals is outside the necessary eoneern and purview of Montclair State College; several of its reeommendations, if implemented, would dramatieally redireet the course of MSC's efforts to serve the needs of its eonstitueneies; in the aggregate, the Phase II document would signifieantly alter the entire framework and patterns of higher edueation in New Jersey.

Its recommendations, eorreetly understood, impose a two-fold mandate: (1) at the very start, the role of eaeh aeademie eommunity is inflexibly defined; (2) and within this assigned role, the size of eaeh aeademic eommunity is seemingly irretrievably fixed. For Montelair State College (as one of the four-year public eolleges), its role is defined as "to provide a diverse range of baecalaureate programs [and] to be explieitly eoncerned with the individual development of [its] students;" and overarehing the ambiguity of this role is imposed a maximum enrollment of "7,500 full-time daytime students." Role and growth patterns are equally vigorously defined for the other aeademie eommunities (for independent eolleges and universities: for eommunity eolleges; and for Rutgers University); and related to this proposed proerustean strueture, a new Graduate University of New Jersey would be ereated (with southern and northern braneh es) as the apex of the system.[3] For Montelair State College (and its sister institutions), the Phase II doeument means an ambiguously defined role, the eurtailment of dynamic growth, and the end of graduate studies. Stated simply in these stark terms, the reaetion of the College eommunity—its students, faeulty, alumni, friends and diverse eonstituencies—can only be one of alarm and painful eoneern.

III: ALTERNATE PROPOSALS: THE PATTERNS OF MEANINGFUL INVOLVEMENT

At the outset, it is apparent that Montelair State College could not have been involved in the formulation of proposals so damaging to that eommunity of students whose needs it serves. Certainly, the eomplexity and importanee of edueational planning should have allowed our partieipation to that extent that *our* needs would have been allowed definition. That many alternate routes are available both in the planning and implementation of higher education opportunity is eminently elear to anyone familiar with both praetiee and theory in American higher edueation as reeorded in the literature of the last deeade.[4]

The speciousness and also the impraetieability of the Phase II doeument reeommendations are most evident in the multiplieity of viable alternatives which it ehose to ignore. These alternate routes of logieal and viable growth exist within the very matrix of the aeademie eommunities which the Phase II document distorts into unreeognizable forms.

The Montelair State College experienee would suggest that the arbitrary imposition of a 7,500 student enrollment eeiling would dramatieally destroy the College's programs whose objeetives have been based on needs, resources and goals; and whieh have logically developed on the broad eontinuum of an expanding and flexible pattern of enrollment. Montelair State College has reorganized itself into a constellation of six sehools* whose very existence assures a solicitous and continuously viable attention to individual student needs within the eontext of those growing enrollments whieh extend opportunity to mounting numbers of young people so tragically negleeted.[5]

The preemptory termination of graduate edueation

[3]The Phase II document is a free-wheeling construct and a veritable cornucopia of recommendations. If its major concerns are roles, enrollments, and graduate education, it throws into its discussion (like *disjecta membra*) the concept of "The Open College" (largely a poor articulation of an evolving British model); bits and pieces on educational technology, *e.g.*, audio cassettes, educational television; some awkward notices of the continuing use of books; a two-page schema for the reformation of teacher education; and some improvisations on new degrees, career ladders, and work study. Totally ignored is the vocational/technical school which suggests an elitist bias and sociological innocence. The document is amazingly and shockingly without any bibliography, documentary sources, index, and/or lists of consultants. Its very strange anonymity is demeaning and defensive.

[4]See footnote #1, *supra*. See also, Stanley Lehrer, ed., *Leaders, Teachers, and Learners in Academe* (1970); Warren B. Martin, *Conformity: Standards & Change in Higher Education* (1969); and John K. Folger, *et al., Human Resources: Staff Report of the Commission on Human Resources and Advanced Education* (1970).

*School of Fine and Performing Arts; School of Humanities; School of Mathematics and Science; School of Professional Arts and Sciences; School of Social and Behavorial Sciences; and the School of Education.

[5]The Phase II document, itself, notes that this very thrust toward educational enfranchisement is in keeping with meeting New Jersey's basic problem in higher education. "They [the goals of the Phase II document] should also achieve the solution of New Jersey's basic problem in higher education: the denial of educational opportunity which results from the State's lack of sufficient number of spaces to meet the demand for higher education." (Chapter I)

at Montclair, after forty successful years, is so drastic a proposal that its very *rationale* defies comprehension. The flat assertions of the Phase II document that graduate education weakens undergraduate education is simply not true.[6] How totally unrepresentative of the Montclair student experience the statements of the Phase II document are, is best revealed in the document's own language:

> *Graduate education should not weaken undergraduate* education. Clearly much of the impersonalization which exists in undergraduate education has its roots in its relationship to graduate education. Too many undergraduate courses are taught by teaching assistants preoccupied with securing their own education. Too many classes are large because the faculty needs to reduce teaching schedules in order to devote more time to research. Too many of the faculty are primarily interested in their graduate students and have no concern with the educational needs of undergraduates. Moreover, quite frequently the value system which underlies the faculty's promotional and tenure system only considers the research skills which are necessary for graduate teaching, and ignores the qualities desirable for undergraduate teaching.

This statement both exhibits a curiously intransigent ignorance of undergraduate/graduate education in New Jersey, and more damagingly, it reveals a gross lack of knowledge of the history of graduate education in the United States. It would be more cogent to support the growth of graduate programs at Montclair State College (and at the state colleges generally) which would assure the strengthening of undergraduate programs, attract additional talented faculty, and increase dramatically the opportunities for graduate education in New Jersey; and in a period of mounting fiscal crisis, to incur none of the additionally burdening costs which the unsound adventurism of the Phase II document would cruelly impose upon the taxpayers of New Jersey.

The creation of a Graduate University of New Jersey ignores the reality of absentee management. Talented faculty would be members of a distant university, teaching courses formulated and planned by others; and since this graduate faculty would also teach undergraduate courses at Montclair State College (and the other state colleges), a dissipation of that cohesiveness which must animate any academic community would be inevitable. Substituted for that collegiate *Gemeinschaft* which is the essence of any academic community would be an itinerant academic identity which would violate all the canons of the learning experience. Aside from the fiscal irresponsibility that a Graduate University would impose, there is the horrendous historical failure of the graduate university concept that is so vividly chronicled in American higher educational history.[7]

Montclair State College could not willingly consent to the destruction of its graduate programs, would not concur in the creation of an amorphous graduate university, and should not assign its talented faculty to an itinerant status.

IV: PARTICIPATION AND CONSENSUS

The Montclair State College community accepts at face value the statement of the Phase II document that ". . . it can serve as the basis for the discussions within the higher education community and throughout the state." If these discussions are to be meaningful, the concerns which this memorandum articulates and the viable alternate routes which it notes exist, must not be ignored.

We have said that the very nature of the present proposals makes it clear that Montclair State College could not have been meaningfully involved in their delineation. Our rejection of the proposals illustrates further the equally clear consensus of rejection that has been registered in the many academic communities throughout the state. What is at stake for Montclair State College (and for higher education in New Jersey) can only be assessed *vis à vis* certain of the punitive and extreme recommendations of the Phase II document. Professor Amitai Etzioni has stated the principle (which we fear is at work here) very well: "The test for blueprints of reforms or societal transformations is not the acidity of their critical prolegomena or the placidity of their futuristic poetry but the sharpness of the cutting edge of their recommendations."[8]

We sincerely hope the recommendations of Phase II will not prevail. There are other more sensible, realistic, economic and progressive routes to the expansion of educational opportunity in New Jersey; and we, at Montclair State College, stand ready to design cooperatively those patterns most appropriate to viable and meaningful growth. Only in this way can we be reasonably sure that our young people will be able to contribute to the growth and health of New Jersey in the decades ahead.

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[6]All of the evidence suggests otherwise. See James H. Blessing, *Graduate Education; An Annotated Bibliography* (1961); see also, Bernard Berelson. *Graduate Education in the United States* (1960); Oliver Carmichael, *Graduate Education* (1961); and Ann M. Heiss, *Challenges to Graduate Schools* (1970).

[7]It is clearly necessary to point out that the Johns Hopkins University, Clark University, the University of Chicago and the Catholic University of America, founded as graduate universities, abandoned the exclusive graduate posture in order to survive and to maintain an adequate response to needs. See W. Carson Ryan, *Studies in Early Graduate Education* (1939); and Heiss, *op. cit.* Presently, the only example of a centrally administered graduate program (doctoral level *only*) is that at the City University of New York with increasingly difficult problems. The Rockefeller University, *sui generis*, is the only present viable model.

[8]In a critique-review of Charles Silberman, *Crisis in the Classroom, Harvard Educational Review*, 41:87, February 1971.

IT MAY BE TOO LATE FOR EVOLUTION!

by Morris R. Lerner
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Chairman, Science Department
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This past summer, Dr. William D. McElroy,[1] the director of the National Science Foundation, called for a vast and sweeping revolution of science and technology. He called for a major expansion of a new program of public understanding of science, including a sweeping revision of secondary school curricula to educate the non-science student in the impact of science on society. This is a somewhat opposite view from that taken by the National Science Foundation some ten years ago when its major thrust was in the upgrading of secondary school science for the purpose of giving better preparation to prospective scientists and engineers.

This is not to fault the N.S.F. in their approaches, then and now. What they supported in the science curriculum revision studies was necessary and has produced many good effects; what they call for now is also necessary, but this latter was always necessary.

That large numbers of our citizens are disenchanted with science is an indication of our failure in teaching science for general education, and the fault must be ascribed to the schools, the teachers and the teacher training institutions.

Similar criticisms have been voiced in the fields of reading, social studies, English, mathematics, in fact the entire area of public education has been called into question by a host of critics, the most recent being Charles E. Silberman in "Crisis in the Classroom." How much truth is there in these allegations? If we have failed, what are the causes? If we are to make changes, who shall point the direction?

Our public education system is based on the kind of society we had about fifty years ago. In many cases, the courses have changed but little, and then only by accretion. This is certainly the case in much of science, and it is reasonable to assert that the present anti-science trend is a result of the kind and amount of science we have taught in the past.

In most elementary schools, some American history or social studies is taught at every grade level, and almost all high school students take some form of United States history. In the state of New Jersey two years of U.S. history is mandated for graduation from high school. Certainly our traditional social studies courses must be called into question in terms of their relevance for the inner city student, the Appalachian poor, the American Indians or the Chicanos of the Southwest, and the call, by students, for new social studies courses at both the high school and college level indicates a dissatisfaction with these traditional courses.

The schools are constantly being beleagured by people who claim that too many high school graduates cannot do simple arithmetic, cannot read and follow simple directions and cannot write adequately. Certainly, the large number of remedial courses now developing in many colleges indicate that something is amiss.

We have made some progress in recent years, but there is still a low level of confidence in the school system. Schools have been charged with not only boring the students, but, more seriously, in failing to meet the individual needs of the students and even failing to educate the students. Indeed, Dr. E. B. Nyquist, New York State Commissioner of Education, has stated that "our present system of public education, coercive in its methods, is a symptom and a major cause of our unsatisfactory way of life."

The causes of our difficulties range far and wide, not the least of them being the lack of a clear understanding of the function and role of public education in a modern, rapidly changing and mobile society. Most of our curricula are still patterned after the arbitrary approach developed for college bound students half a century ago and for the student who in high school does not indicate by word or deed a desire to go to college we have collected many euphemisms to describe similar but somewhat watered courses. A majority of our high school students do not go to college, and certainly, we should develop alternative courses or options which would be better suited to prepare these students for their place in society.

There is even some question about who should go to college, when they should go, what kind of college they should attend and who their instructors should be. A report of a panel of educators on higher education originally formed at the suggestion of Robert H. Finch, who was then Secretary of Health, Education and Welfare, was recently issued by H.E.W. Secretary, Elliot L. Richardson[2] who wrote the foreword of the report.

> "The significance of the report, the educators said, is that it challenges the assumptions on which traditional higher education is based. For instance, the group noted that at nearly all schools. . . students were expected to learn from reading assignments, attending classes, listening to lectures and taking examinations. Perhaps, the report suggested, there are other ways to teach that would benefit students who are not attracted by the present method."

[1] *The Evening Star*, Washington, D.C., July 29, 1970. P.A.-9

[2] *The New York Times*, Jan. 26, 1971. P. 1.

In a speech to the Public Education Association Dr. Harvey B. Scribner, Chancellor of the New York City school system, charged that generally the nation's schools were "too impersonal, too inflexible to be responsive, too authoritarian to allow independence, too single-minded to tolerate non-conformity, too convinced of the rightness of their course to permit radical experimentation with unorthodox ways."[3]

Professor Amitai Etzioni, chairman of the sociology department at Columbia University, has urged a restructuring of American higher education to make it more relevant to the future needs of society. In his remarks introducing the results of a federally funded study on higher education, Dr. Etzioni stated... "many features of the American system of higher education are past rather than future oriented."[4] Dr. Etzioni wrote in his report, "at present, the American college and university system is best at preparing students for a society which is committed primarily to the production of commodities, while the society is reorienting toward a growing concern with the Good Life."

To turn our schools around, we (the educators) will need to come of age as a profession, to become leaders instead of followers, to become innovators and activators instead of reactors.

Since time immemorial, schools have done the bidding of their societies. This is obviously reasonable since societies set up social organizations for the maintenance and development of that society. If the society is dissatisfied with the work of the schools, it attempts to change the curriculum, the teacher or other aspects in order to bring it in consonance with the desires of the society. On occasion there have been teachers who have disagreed with the purposes of the schools as set up by society and have worked overtly to produce changes. Sometimes, these teachers were successful, sometimes they were not. If we go back far enough in time, we find these teachers were often the ones accused of heresy.

In more recent times, we have not only become more tolerant, but some segments of society are actually seeking such teachers. But for the most part, we have been buffeted by the forces of society according to its whim and fancy. When we needed science, there was a push for science; when we needed reading, there was a push for reading; when we needed black studies, there was a push for black studies; we have suddenly recognized that we are part of an ecosystem and there is a push for environmental studies. There is even some evidence that we are being urged to offer courses on the societal implications of science.

There may be other such forces or agencies developing which may produce widespread changes in education. One of these may come from the new study field



Mr. Morris Lerner
President-Elect of the
National Science
Teachers Association

called, "policy sciences." It now has a scholarly journal and a growing number of graduate degree programs. The field is based largely on the problem-solving, decision-making, and forecasting techniques developed by the "think-tank" research institutions. In the first issue of the quarterly, the editor, Edward S. Quade of the Rand Corporation wrote: "The policy sciences do not represent an attempt to reduce the progress of policy making to a science... The intention is simply to augment by scientific decision methods and the behavioral sciences, the process that humans use in making judgments and taking decisions."[5]

The range of problems toward which this new field is geared is indeed wide. Henry S. Rowen, president of Rand, in an interview reported in The New York Times,[6] has enumerated the domestic areas that are "underdeveloped" and has said the "opportunities to make a difference have never been better." Education, especially elementary and secondary, headed Mr. Rowen's list. He said that few systematic studies had been made of the learning process itself or of how best to test education theories.

Should such prestigious organizations as the Rand Corporation or the Hudson Institute take on such a study, what effect do you think a report of the findings would have on the schools? Would *you* be willing to abide by their decisions? Do you think that *you* should have something to say in such an undertaking?

Another possible force is the National Assessment of Education findings. It is important to know that the administration of the assessment was turned over to the Education Commission of the States and that E.C.S. is dominated by politicians. I do not mean that this is bad. I merely want to point out that here also an outside force may be a determining factor in the direction in which our profession goes.

In this vein, one may also consider the matter of accountability. For years, leaders in politics and education have been searching for a way to make America's education system accountable to the public. Will assessment result in better standards for judging school per-

[3]*The New York Times*, Oct. 6, 1970.

[4]*The New York Times*, Jan. 26, 1971. P. 21

[5]Quade, Edward S. "Why Policy Sciences." *Policy Sciences* 1:1; Spring, 1970

[6]*The New York Times*, August 9, 1970. P. 66

formance? What *is* school performance? Is it how many students get into college? Is it how well they succeed after they are in college? Is it how many take physics or chemistry or some other subject? Is it acceptance in the labor market?

Educators are increasingly confronted by the notion that schools should shoulder the responsibility for the learning successes or failures of their pupils. This concept links student performance with teacher performance. It implies precise educational goals. It forecasts the measurement of achievement. It means, in effect, that schools will be judged on how they perform, not by what they promise. This point of view is being developed by more and more boards of education, particularly in the urban centers. Who will set the level of adequacy—the teacher or an outside agency?

These are examples of agencies which might produce changes if they found such changes necessary, and they would develop *their own rationale* for their actions. I have previously indicated the need for change. By this I do not mean the day-to-day year-to-year evolutionary changes which take place in normal course development. I mean that the changes must be *revolutionary*. Our society is changing too fast to wait for evolution. If we, the teaching community do not make the necessary changes, they will be imposed on us by other agencies, or perhaps we will be classed as an effete group whose only function is to carry out orders.

What changes must we make in teaching? Do we really know what students need or what students want? If we do not, and I am certain that some of us at least have some doubts, how do we find out? For years, we have answered such questions from our own experience and training and usually from our own point of view, our vested interests, and very often in the sense of solutions for immediate problems. We have kept the educational and social system in an obsolete state and put modern children into it. When we find that as they become older and more intelligent, the children either oppose the system or reject it entirely; for reasons with which it is hard to disagree, this opposition is sometimes called disruption or sometimes a student revolt. Can it be that young people have been and are trying to tell us something?

I submit that there is no evidence that we can expect much help from what is called established society. It is the young (generally) who have brought these problems to our attention, and it is to the young that we must turn for help.

We are fortunate that as teachers we work principally with the young, for herein lies our opportunity to make the upcoming millenium have more than arithmetical significance. I would propose that we look to the characteristics and needs of youth for guidance.

We must be willing to make radical changes in our courses and approaches, and we must be willing to drop them if they are unworkable or do not achieve the desired ends, *"Courses and curricula should not have tenure."*

We must be willing to break with the traditional course patterns if our students find these useless or irrelevant.

This view of teaching requires optimism, energy, some dreams of glory, and that the teacher become a perennial student, not only of his major field but of all facets of the human condition. In addition to these, the teacher must set his sights for a future world, perhaps one that he cannot even imagine, but surely one that will be inhabited, essentially, by those who are now young.

To be able to do these things and to produce these changes requires also the knowledge of what not to do and the ability to recognize possible consequences, thereby suggesting alternative solutions. In fact, many alternatives must be developed. We live in a complex world, and what is important for a student in Wyoming may not be the same as that which is important for a student in Harlem, or Bluefield, West Virginia, or San Diego, California. The problems of students in Denver may be worlds apart from those in Miami.

This is not to say that we need a megacurriculum or that there are no common denominators, but rather to stress the idea that process and content are not enough. We must include context. For it is the setting, the context, which will give meaning to the content and process and enable us to choose alternatives adequate to a changing world.

The fact that these educational problems are currently extant is evidence that our schools, our communities and our teachers have much to do. We will have to undertake a massive program of in-service education for our teachers to develop new attitudes, new points of view and new approaches to the education of children.

At the same time, we must call upon the teacher training institutions to develop programs which will result in the production of teachers qualified and able to cope with the new needs of society. It is no longer sufficient for science teachers to be trained as scientists, social studies teachers to be trained as historians, English teachers to be trained as writers or mathematics teachers to be trained as mathematicians. A teacher today must be educated as a humanist and within this setting develop the means to have students work in a particular discipline. All our problems, educational and societal have become interdisciplinary and it is in this area that our colleges have failed. Since, in the last analysis, it is the teacher in the class who properly sets the stage for learning on the part of the students, it is incumbent upon the colleges to rid themselves of useless and outmoded courses and develop programs to produce teachers capable of functioning in a world where problems are increasingly complex and change is the order of the day.

theatre is as theatre does

by Jerome Rockwood
Associate Professor of Speech and Theatre



This is a scene from the players' production, Jack, or The Submission.

"What is theatre?" asked Pontius Pilate. And he didn't wait for an answer.

Smart move. Had he hung around he would've been confused by a welter of definitions formulated by the definers to accommodate their own biases. If I don't like the apparent formlessness of a certain production, I simply set up rules by which the theatre must behave and lo and behold that production is not theatre. By definition.

Many people are bewildered, annoyed, turned off by the modern theatre. I see so many of my peers running from the new theatre in puzzlement or revulsion, censuring what they don't understand in favor of some flapdoodle musical which takes no understanding at all. People for hundreds of years have been reacting the same way to the modern theatre, complaining that the artist is ahead of his time. He is not. The rest of us are behind our time. We are still living with the values we picked up twenty years ago, while the artist is what he is because he is sensitive to the changes in his world and he goes about expressing it. We misunderstand him, because he tries new modes of communicating, we mis-

trust him because he breaks the old patterns, we fear him because he points out the threadbare spots in our security blankets.

The problem we have in understanding the modern theatre is the problem we have understanding art in general: we don't know what to look for; we look for the wrong things; we don't really understand the specific language of each medium. You see, one medium of communication is the language spoken by the community each day to find out what time the 66 bus leaves and whether our pay checks have arrived. Now this is the same language spoken by actors in the theatre, so people assume that it is the prime means of communication there, too. It isn't. There are many things which words cannot do adequately—the feeling of standing on the ancient Acropolis; frustration you experience when faced with an injustice you are powerless to correct; the terror I once experienced upon hearing screaming of brakes and whipping around to see my little son stand frozen two inches from the front bumper of a car. Words cannot describe the tension, the ambivalence one feels in trying to juggle two important matters and come to a decision. Language boggles, fumbles under these challenges. And so in order to express these things man invented other languages—of sound, color, movement, shape. The value of each language lies in its ability to express what the others cannot.

The scholar pursues facts and interprets them. The artist perceives the world and reacts to it. The scholar can be wrong, but the artist can not. (He may be bad, but not wrong.) Art is a man's way of looking at the world, his individual perception. Art offers us another way of seeing something. The thing is to try to understand how the artist means us to see his world. We borrow his glasses to see his scene.

Now if art is an individual reaction to some aspect of life it follows that we cannot expect the same sort of logic which governs the outside world. Nor can we measure the artist's vision against its presumed counterpart in the real world. Indeed we recognize a work of art when we realize that factual reportage is not an essential ingredient, when the manner of telling the story is more important than the story. In Ionesco's play *Jack, or the Submission,* a girl describes a strange horse race to a boy. The scene is often misunderstood and appears to be inserted into the play for no reason whatever. But the phrasing of her story creates a steady, throbbing rhythm which starts slowly and builds steadily and strainingly to a peak. When played properly, the audience fully understands that the boy has been seduced. They have felt through the words to the life-beat of the action.

The artist has created a unique way of communicating something to us. Created? What exactly does the artist create? His materials—the canvas, the marble, the colors, the actors, the ideas—were all there before. What is new is the *form* the artist gives to his materials. We perceive the form, and through it, an illusion of some aspect of life. Susanne Langer says art is the "creation of forms symbolic of human feeling." (For a full discussion, see her *Problems of Art* and *Feeling and Form.*)

We are able to communicate information to each other with language, because each word has a fairly fixed value (or meaning, or referrent) and by putting several words together we get a sentence which conveys a specific thought or fact. Our language is a bank of conventional references from which we all draw. We have mutually agreed upon the meanings of the symbols (words) and so we share a common currency. The artist is in a much tougher position. His symbols are less clearly fixed. In fact, the good artist, *makes up* his symbols, so how can they be fixed? A musical note has no conventional meaning, nor does a dab of color, nor an action on stage which may have several possible motivations. Now it is true that a series of slow, heavy chords in the bass makes us feel something quite different from a ripple of fast, short notes in the treble. *Feel,* but not *know.* We cannot know because the symbol is unique. What the artist does each time he creates a work is to create a new metaphor, a new relationship.

Since the symbols the artist uses are not part of a conventional language, he cannot build a logical, progressive discourse as we do when we use words to clarify, embellish, and further our argument and build a complex, "meaningful" structure. A work of art usually contains a single, overriding metaphor which must be grasped whole. We experience the work in its entirety (though this does not prevent us from appreciating smaller units of the whole). But these smaller units are only different colors, or angles of the same dominating metaphor; we do not use these small units as we do words—to explain other small units in the same piece. The units in an artist's work do not explain each other; they balance or oppose each other to create a single effect. At a lecture we listen to words which make a certain point. The point is clarified, elaborated, and now serves as the basis for our understanding the next point. Our comprehension grows as each unit of meaning is added. It is a linear advancement with (theoretically) no limit to the amount of information which can be added. In comparison, the art work is circular, enfolding itself in a self-contained universe. There it is. All of it. All the pieces fit together and are seen at once. Notice people at an art gallery. There is an instinctive backward movement when facing a picture, to take it all in at once. To enjoy the total impact, and not to pick it apart for little meanings or messages. To simply be with it, and not to try to understand it.

Understand it. What do we mean when we say we understand something? That we can explain it clearly to someone, like how to use the formula for motion and energy? Yes, that's one kind of understanding. But there's another kind; the kind we experience when we

say "I know just how you feel," though we may not be able to express just what it is we "know" too clearly. But that is the way we understand art.

We are so busy probing ultimate meanings in art when we are unable to assign ultimate meanings in life. We find it so difficult to value the art experience for itself. We have been trained to look for meanings; and interpretation gives us that secure feeling that the world is neat and stable, that all is understandable and we need not feel threatened by puzzling forces. Yet there are so many moments in life—often the richest moments—which we experience without thinking about meaning: the spontaneous burst of welcome at the sight of a good friend appearing unexpectedly; the warm sun baking away tensions; the anticipation of meeting a loved one. These things do not MEAN, they ARE. They are felt wholly, by our entire being. They bathe us inside and out. And we know that we know without having to say so. That is the kind of knowing which art seeks to convey.

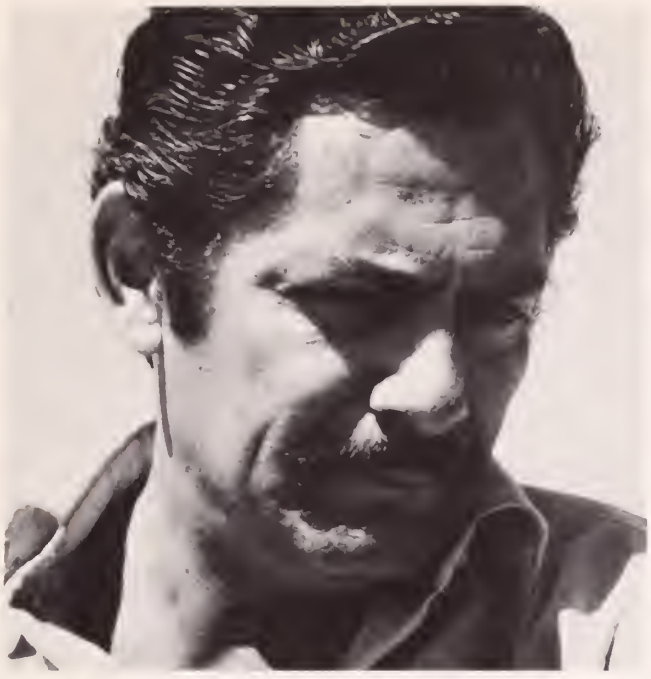
So, you see it all boils down to How to Feel a Play, and not How to Understand a Play. And I think that young people in our times are rediscovering the theatre because they dig its special language. The involvement of young people in social and political issues, their earnest concern with making themselves heard and the attempts to do so not in cold, rational discourse, but with more imaginative, metaphorical kinds of communication (marches, song-fests, armbands, sit-ins, be-ins, hair) makes the theatre an ideal medium for today's youth. The thousands of demonstrators pouring into Washington, the use of film by children to record their experiences instead of writing compositions, the color and flash of men's clothing, the prolific growth of sensitivity training with its emphasis on non-verbal communication, the increased interest in Eastern music and philosophy—all these reflect a move away from the accumulation of facts as our major occupation and a turn toward the enjoyment of experiencing, toward reaching out and taking in on new levels.

Our theatre is coming out of a long, dull period in which most plays were stories told in dialogue form for our amusement. The modern theatre artist wants to involve us in a different way, to shake us up and force us to confront ourselves and each other. The old way of dealing with a particular theme was to talk about it through the characters—here we have the author's "mouthpiece" and there the antagonist. Today's playwright doesn't want to talk so much he wants the very form of his play to express his feelings. Not to talk about alienation, but to present it. To actually create it. To make the participants at the theatrical event experience the disorder the uncertainty, the absurdity of their existence. By presenting absurd, dislocated, illogical events.

Much of the modern theatre is devoted to knocking apart the old traditions. (Which is the traditional function of any modern theatre.) Where there used to be one kind of life outside the theatre and another, fairy-tale life inside the theatre, new playwrights want to show it "like it is." In fact, many artists would like to erase altogether the boundaries between life and art. Here is an event: it is not to be labeled Life or Art; it simply IS. An experience. So improvisation plays a large part in today's theatre. It reflects the spontaneity, the flux, the chance occurrences which make up so much of our lives. Improvisation forces a greater involvement upon the actors, and increased awareness of self, others, and environment, because the stimuli (cues) are unknown, and encourages a greater degree of honesty. With a fixed, inviolable text, the performance almost always becomes stable after a while, the actors falling into memorized patterns of movements and speeches and the inner vitality and urgency of the situation is lost. With improvisation the audience too, is more involved, for with a fixed text there is little flexibility and a fairly circumscribed response; but with improvisation the actors and audience can feed each other, and the performance will change significantly with different audiences.

Some playwrights, interested in achieving a here-and-now involvement with ourselves and not with mythical characters and situations, reject the notion of "playing a role," for that means the actor assumes unreal characteristics: he says someone else's words, wears someone else's clothes, changes his face with make-up. They prefer to have their actors appear as the people they are, assuming personal responsibility for their actions, and not hiding behind the playwright's fictitious motivations. Some companies do perform classics, but they become vehicles for the modern behavior and convictions of the company and are distorted (some would prefer "adapted") to fit the needs and abilities of the performers. It's a switch on the former method of working. Heretofore the actor studied the character and tried to find ways of bringing himself close to the playwright's conception. Now we have the actor doing it the way he personally would do it, and making the part come to him, as it were. A number of companies today perform with no costumes or make-up. The actors wear jeans and T-shirts. They are saying quite frankly Here we are, a group of people being ourselves and showing you how we meet certain situations. Often the results are surprisingly effective, for a greater truth is sometimes manifested. Perhaps you've heard this said about art: Less is more. The simple, sincere statement strikes the deepest. As we add glitter and decor and bezazz we become distracted from the simple truth. Too often the fake beards and the studied flow of the robes and the fancy lighting effects emphasize the make-believe world, and we believe less.

The modern playwrights who do not share this view still write out dialogue for specific characters, but often in a new way. In the old days, stage characters were fairly easy to understand. The playwright assumed that



Dr. Jerome Rockwood

any action was the result of a previous motivation and would lead to certain consequences, which in turn would lead to another action. Cause and effect. He showed us that unity and we saw the thing whole; the character was neatly defined, all the threads sewn up. But today's playwrights spot a fallacy. They know that in life we are often not aware of the reasons for our acts, and often do not understand the reasons for other people's acts. Nor do predictable consequences always follow an act. So many playwrights now show us only partial acts; they do not make clear all the motivations or consequences. They have replaced the logic of cause-and-effect with the alogic of dreams, of acts performed subconsciously. And we are left dangling somewhat. Loose threads. More is left for us to fill in. Result: greater participation in the theatrical event.

Now Chekhov also knew that people are complicated creatures, but he showed it by blending the various personality elements into a single characterization: phrases, gestures, responses—each would indicate another aspect of the individual. Today these individual traits are often not meshed, but fragmented, the various aspects of one character being parcelled out to several actors. In Murray Schisgal's *Fragments* we see three men living in one room. They are, of course, one man seen from three angles. Sometimes one actor will leap suddenly and completely into another aspect of his personality, like Jeckyll and Hyde, and the audience is left to piece the fragments together into a person.

Changes in playwrighting demand changes in the physical theatre. If today's theatre artist wants a greater involvement on the part of the audience, he has to break the old format of audience-here, actor-there. He must bring the two groups closer together so there can be a stronger interaction (with or without actual audience participation: involvement does not necessarily require participation). Also, there is a stronger feeling today that each play is a unique experience and demands a special set of relationships, that we cannot have one theatre for all productions. Grotowski, founder of the Theatre Laboratory in Poland, creates a single environment for each production which is at once the stage and the place for the spectators. He calls it an "osmosis" of actors and audience. For one of his productions which takes place in a mental hospital, the room is built to suggest a ward and spectators are assigned beds from which to view the proceedings.

When we speak of involvement in the theatre, we are speaking of nothing new. The theatre is nothing if not an involvement and has always aimed at the strongest possible emotional rapport between actors and audience. But modern audiences (at least that large segment of us raised on a less demanding form of theatre) have been finding it hard to let loose, to get with it, to groove. To shake us out of our complacency, to make us active observers rather than semi-conscious creatures slumped in soft chairs waiting to be entertained, experiments in theatre design and confrontation have been explored. And shock. There is no doubt that the frank language and nudity in today's films and theatre reflect a weakening of these injunctions, but neither is there much doubt that these are good commercial bait. People are shocked, titillated, repulsed, amused. But they are NOT indifferent. Even if one runs away, as many have done at the Living Theatre, one is at least reacting, making a commitment. And that, some feel, is better than sitting in the theatre in a stupor.

But let's judge gently. We accept change slowly. Strange events go against the grain, and what we don't understand we usually don't like. Much of today's art appears to be formless, haphazard, lacking in any design, and this is often equated with a lack of purpose. A mistaken equation, usually. I say usually because as forms have become freer it has also become easier to fake them. In work which is spontaneous and improvisatory, technique is less obvious, and the majority of people can't tell whether the artist is pulling their legs or whether he means business. Don't worry so much about it. If you like the little Mexican statue, does it really matter whether it is 1000 years old or whether it was made last week and aged? We are in too much of a hurry to judge, to assign things to places, to rest in the security of knowing what is good and what is bad. Remember that the forms we hold so dear were once revolutionary and absurd, were greeted with hoots and howls. And gradually the absurdity paled to normalcy. I think we are lucky to be living in a time of artistic exploration. To be able to participate in the shaping of new forms either as playmakers or audience. The important thing is to give the theatre the freedom to fail. Then it will succeed.

A NEW DIMENSION: a breath of fresh air

By William Shulman*



It's dinner time at Hawk Mountain Sanctuary camp out. The photo was taken by Fred Wetzel, Assistant Curator.

"If one's life is spent studying only, the world no longer seems a human place, but a desolate form dressed in shades of gray. If, however, he spends his leisure time outdoors, the world becomes a palatial place dressed in lovely colors."

So wrote a girl student in one of my ninth grade English classes.

In my opinion education has always needed another dimension besides mathematics, physics, French, English and all the other formal disciplines. Indeed, it has lacked a philosophy of survival. Providing this in the curriculum would bring freshness, depth and freedom which are immediately evident when one goes outdoors.

The teacher in today's world must be a teacher of ecology as well as a teacher of academics, for unless an awareness of environmental erosion is woven into the fabric of every citizen's thinking, man will not survive!

The environmental erosion in our country and the evidence of its decay are visible in the upheavals of our society, and we might add, in the faces of today's youth to whom America and her future belong. Some way must be found to add this dimension to their lives because the conservation of our environment is the responsibility of all people.

For twenty-seven years, we have followed a program of introducing students to their natural environment. It all began when my wife, Sofia Neiwirth Shulman, a recreation teacher in Newark, realizing that something was missing in the lives of her city children, consulted me. We were both avid nature enthusiasts and I had had much experience taking week-end hiking and camping trips while previously teaching in Arizona. Together we began the kind of program which today has gained much prominence in progressive curricula.

Being firm believers in the values of family recreation, we found ourselves on week-end jaunts with the students and their families. Most trips centered around the South Mountain Reservation, within bus distance of the playground. Additional trips were made to Stokes State Forest, Jenny Jump State Forest, and Hacklebarney State Park.

The adventurous learning which was characteristic of these trips proved so stimulating to the minds of the participating students that I began integrating environmental experience into the English curriculum as an additional source of inspiration for enrichment, awareness, creative writing, book reports and recreational reading. This was done with the enthusiastic approval of my chairman of the English department.

The tensions of modern life with its corrosive struggle for survival in a complex environment so full of traumatic shock, are almost too much for man to manage, and indeed as William Wordsworth wrote, "The World Is Too Much With Us." Many students today find it almost impossible to cope with life so they become initiates of the drug culture; many just drop out. Students find it easy to get high on drugs. How do you teach

*This article was written with the help of my wife, Sofia Neiwirth "Gerry" Shulman.

them to get high on living? Is there not a life-sustaining force in nature with its serenity, its vastness and beauty?

Mr. J. Paul Megan, Executive Director of the Morris County Department of Drug Abuse says, "as an alternative to drugs, young people can return to nature because they are turned on by ecology." For this reason man must find sanctuary in the outdoors.

The enthusiasm generated in the classroom overflowed and resulted in camping trips which turned out to be multi-religious, multi-racial and multi-ethnic. These experiences created in the students an appreciation for our rich natural heritage and the true beauty of our country, and gave them a realistic picture of man's role as an integral part of the environment, showing him as a participant, not as the complete master. This also created a human relations laboratory which taught students that it was possible, and wonderful, for all people of all kinds to live together.

During my tenure at Barringer High School in Newark, one of the highlights of the year was the group-trip to Hawk Mountain Sanctuary at Kempton, Pennsylvania. This privately-owned sanctuary with its two thousand acres, forested slopes and bold promontories is a registered Natural Landmark under the Historic Sites Act of 1955. Its North Lookout, which reaches 1521 feet above sea level, is a perfect spot for observing the spectacular flights of hawks and eagles as they migrate along the Kittatinny Ridge in the fall. Called the "Conservation School of the Sky," it is a meeca for secondary and college students from all parts of the United States, and is a crossroad for conservationists and naturalists from every corner of the world.

A subjective description of Hawk Mountain, which follows, was written by a Cuban girl student as an English class exercise. . . "Undoubtedly the magnitude and perfection of God's creation is exposed in all phases of nature and one of the most beautiful exposures that proves this, is the panorama of Hawk Mountain Sanctuary. . . Peace, beauty, and freedom unite there to make it possible for men to live out of their strait jackets of society and the cold mechanization of cities . . . There is a great variety of multi-colored birds filling the sky; and a beautiful landscape with stately mountains overlooking the magnificent valley filled with fragrant flowers and trees which change colors with seasons . . . The beauty of this wildlife sanctuary is incredible even for those who have seen it. It is a masterpiece of creation, a perfect place, the sanctuary for all."

A Puerto Rican boy, who lived in the heart of the city wrote . . . "It has brought into my life new energy to cope with city life. All the pressures have gone from my mind."

A voluble boy of Irish parentage from the ghetto wrote . . . "In my seventeen years upon this earth, I have never seen such a magnificent display of beauty as I have seen in the past few days. To me the only world of reality was the massive sky-scrapers exploding into the smog-filled atmosphere with steel and cement redwoods transcending the bounds of the human imagination as to their structures. The asphyxiating smell of carbon dioxide piercing the membranes of the olfactory nerves, brought tears to the eyes, tears of a burning dust-filled nature. The magnificent view of rows of ramshackle houses, abandoned old tenements, and the beauty of dozens of trash-filled cans in front of the ones still in use, led to the depraved statement, 'God Is Dead' . . . It seems as if nature had not just placed plants, flowers and trees haphazardly throughout the world in which she is the master and curator, but she seems an architect, and exterior decorator, who places these things of vibrant life with such meticulous care as to stagger the greatest minds of humanity."

A Cuban girl student from the inner city expressed her reaction, . . . "I enjoyed the experience of being able to climb the roughest trail of the mountain . . . Everything was so different from the city, I wish I could have stayed longer . . . It was nice to get away from the city life, away from the traffic, the loud noises of the factories and away from the hate among the people of different races and religious beliefs . . . There we were able to smell the marvelous scent of fresh air . . . The only sounds that could be heard were the beautiful songs of many birds found there . . . In our group, one of different races and religious beliefs, we were able to get along with each other as if we all had the same background."

The smog-filled city at night is a place of dread and after her Hawk Mountain experience a Puerto Rican-Indian girl student wrote: . . . "I was able to look at the sky and see my first shooting star and I saw the moon much brighter and bigger than ever before . . . I was also able to see the beauty of the darkness when I knew I had nothing to fear."

A Black, boy student who hunted as a hobby learned a new respect for life when he wrote . . . "I have found that no one has the moral right to kill any animal in the name of sport, fun or profit . . . I now know that people can get along peacefully, no matter what their race or religion is."

A middle-class boy of Italian-American parentage wrote . . . "The students taught me more than anyone could teach me in the classroom . . . They showed me how to live, what type of living they enjoyed at home and shared it all with me."

A rugged boy of Italian-American ancestry, who lived in the heart of the inner city, wrote . . . "Never before has a trip been fulfilled with such love, happiness, and self achievement as the one to Hawk Mountain . . . I will never forget this trip, nor the rewarding experience I have gained for as long as I live. You have restored in me the faith that people of different religions, colors, and nationalities can live together in harmony. I hope that in the future, you will continue to take youngsters to Hawk Mountain, and I can only pray that they will



Will Shulman gets the gang secure for the trip to Hawk Mountain Sanctuary.

learn what I have. May God bless you both."

Children from the suburbs also need this experience because they are prone to take their environment for granted, scarcely recognizing or appreciating the natural beauty of our country or understanding their place in the ecological scheme. They rarely realize the benificent effect of nature upon the human spirit. Under the guidance of the teacher who cares, they are awakened to the richness of their rightful heritage.

After coming out with us, a boy from an upper middle-class suburban family said . . . "Although I camped and hiked, I took the environment for granted until I became aware of the fact that all aspects of nature were beautiful and should be preserved. Someone has to protect the outdoors before it is all gone. I realize now, that I have a part to play in this preservation. I am becoming a keener observer, also, stopping now to enjoy the beauty of the view from the top of the mountain."

A boy from a working-class suburban family said . . . "You have brought me closer to God; and the reason I like the outdoors so much is because it has given me a chance to observe animals and plants and other forms of nature which He has created."

An upper middle-class suburban girl wrote . . . "You have shown me Brigantine National Wildlife Refuge with its many birds, and there, for the first time, I saw the snow goose which reminded me of the meaningful story of the same name, written by Paul Gallico."

The poetry of nature and the poetry of the living English language should go hand-in-hand illuminating the truth that all disciplines are related to our natural environment. The groundswell of interest in the environment today presents the school with an unparalleled opportunity to return man to his natural place as the capstone of the evolutionary cycle. The young people are the ones charged with the responsibility of keeping that place and preventing the destruction, not only of the environment in which they function, but of man himself. That this responsibility can be a joyous experience as well as an awesome one, is what we believe a program like ours can prove.

In summary, the recent three day National Conference on Environmental Problems,* conducted by leading educators, stressed the urgency of teaching and preserving our precious environment. Several pressing and relevant questions must be answered: What of *Silent Spring?* What of the world becoming a big trash can, a desert, a wasteland? What can and should we do? What must teachers and students do?

It should be obvious that such universal danger to our environment must be attacked through a united effort by all people. Among these, teachers in particular, should be in the front line. Thus far, only a few nature-loving, perceptive teachers have accepted this responsibility. At stake is man's survival.

*Green Bay, Wisconsin, *New York Times*, December 6, 1970.



Nairobi University

An American Black Confronts Black Africa

by PETER COLE '63

As a young boy working in a grocery store, I can remember people coming in and talking about their trips to Ireland, Germany, Italy and other places to visit the homes of their ancestors. I can remember the satisfaction with which they talked and the respect and envy that their audiences showed. Being young, I dreamed of visiting the home of my ancestors. My problem was to find that home. As I grew, I became aware of that home, and I was a bit disillusioned. Nobody went to Africa except to hunt animals. Africa was the "Dark Continent." The people who had come from there, never amounted to much in the United States, and those, who still resided there, lived as they had always lived. Who would want to go there? And so, for some time, I forgot about my dream.

As the years passed my dream returned. Not only was I going to Africa to visit but I was going to stay and work and try to help my ancestors to do whatever it was they wanted to do. Through years in the army, and then through college, I tried to figure how I'd be able to bring this dream to reality. Where would I get the funds? What did I have to offer the people there?

Then one day, I was informed that I had been accepted to go to teach in Africa. So one afternoon in August 1968 my wife and I boarded a plane destined for East Africa. With us were almost forty other teachers, their wives and their children, altogether, we had a full load. The excitement of going home, the noise



Mosque, Nairobi

of the children and their parents, and the fear of missing something kept me awake the entire 20 hour trip.

We first touched African soil at Dakar, Senegal where the pilot had to tend to some official business. A quick stop at Monrovia, Liberia to change the crew and fuel the plane and we were off to Entebbe, Uganda where the first group would leave us. Nairobi was next and there the Kenya group disembarked. All that remained were nine of us plus our wives and children who were going to spend the next two years working in the teacher training colleges in the United Republic of Tanzania. At the airport in Dar es Salaam, we were met by Tanzanian and American gov't officials. Knowing how tired we were, they quickly whisked us through customs and onto a bus which took us into the center of town for a bath, food, and rest. I doubt if any of us saw much scenery during the ride into town.

We spent a week in Dar becoming acquainted with the Tanzanian education officials for whom we would be working and familiarizing ourselves with the job they expected us to do. We also squeezed in some sightseeing and shopped for items we would need at our schools up country. As I asked questions about Mpwapwa where Bea and I would be going, I started to experience feelings of doubt. Isolation, boredom, lack of facilities was what we could expect. Even the Tanzanians offered us sympathy for being assigned to Mpwapwa. However, we had come here to help and if isolation etc. was to be our lot for two years, we would make it. Weren't we doing what I had wanted to do for so many years and that Bea and I had worked so hard to bring into reality. Mpwapwa here we come.

So, one lovely Sunday afternoon we boarded the up country. train and started chugging our way up the escarpment onto the interior plateau of Tanzania. We spent the remaining daylight hours watching monkeys in trees, waving to people, working in the fields, gawking at villages in the middle of nowhere. When it became too dark to see anything, we realized how long we'd been aboard the train and how slowly it moved. Though Mpwapwa is but 270 miles from Dar es Salaam, the train takes 13 to 14 hours to reach Gulwe which is the rail depot. Thus, we arrived in the dark of early morning. Gulwe has no electricity. As the train pulled out of the station, taking its light with it, I once again experienced that feeling of doubt. The absolute darkness of Africa engulfed us. We couldn't see a thing and had no idea where we were to go or how we would reach Mpwapwa. Though it seemed as if we'd been standing there hours, shortly after the train pulled out a voice called "Bwana Cole, Bwana Cole," and a flashlight was stabbing the darkness. Quickly, I shouted a reply to the voice and began moving in its direction. The voice turned into the person of one of the school's drivers who had been sent by the principal to bring us back to Mpwapwa. Bwana Mjumba handed

us a note from the principal which welcomed us to Mpwapwa, apologized for not meeting us in person, and inviting us to his house for dinner that evening. We followed the driver to an old battered truck, climbed in and off we went. Gulwe is ten miles from Mpwapwa, but the condition of the road and the truck plus the darkness made that first trip seem almost as long as the train ride. As Bea sat between us trying to squeeze the blood out of my arm I again had that feeling. Suddenly, as we climbed to the top of a small hill, and turned the bend we could see lights. "Mpwapwa" said Bwana Mjumba. "Electricity" said Bea. "Home" said I.

The first few days we stayed at the home of Sister Toucanne, a Canadian nun, who taught at the college. During those days, we met the staff members at the college, were introduced to other people in town, and began making friends. We were allocated a lovely new house about a half mile from the college. Empty and bare, the outside littered with the rubble and remains of construction, the yard covered with weeds and stubble, we moved in and began the task of making this place our home. Bea with her extraordinary talents quickly set the inside into a state of cozy comfort. Having discovered shops full of kitenge and khanga material in town, she soon had all the windows, doors, chairs and beds covered. The amazing thing about this, besides the low cost, were the expressions of surprise she gained from the local people who had never thought of using the material in this way.

Fortunately, there is at least 14 good hours of daylight in Mpwapwa every day. After the first week of relaxing and getting settled, I went to work at the college. Since the college had been without a geography teacher for six months, I had plenty of classes. Besides teaching academic geography and history, I also taught social studies methods. One day, sneaking away from my chores at home, I eased over to the college late one afternoon to play a bit of basketball. The next day I was appointed coach of the college team. Shortly afterwards I was discovered jogging about the college track, and you know what happened. Being an American and Black, I next gained the position of boxing coach. As I spent a good deal of time in the physical education department, and since our Sportsmaster was a one man department, I began teaching physical education. Two afternoons a week from two to four all teachers at the college went out on single lesson teaching practice. This meant observing three lessons given by students from the college in nearby elementary schools. It would seem that teaching in Tanzania is a full time job. Though it is, it does not compare with the work put in by the students.

Education is highly valued in Tanzania. The missionaries and colonial governments, regardless of their back-slapping accolades of what they've done for the Africans, only educated and developed to satisfy their own needs. There is a great lack of hospitals, schools of all types, roads, food processing plants and the many other things necessary to build and develop a strong independent nation. The education and health systems, they established, do not meet the modern social and economic needs of these countries. They didn't, when the colonial governments were there. Thus, many changes have to be made and much construction and planning is needed. Since independence has come, much has been done by the African peoples with a little bit of help from their friends, and when we left, progress was continuing. Being there at a time of progressive change was an exhilarating experience.

Primary schools are insufficient to meet the needs of all people. Supplies and meaningful books are in short quantities. Thus, fees are charged not only in primary school but right through secondary school. Primary school consists of seven standards of years. Those who are fortunate to have the money and the academic ability then go on to secondary school. This is divided into two parts. First, four forms or years, and then if money and ability are present, the student goes on for two more forms. Upon finishing form six, the student is eligible to go to university or some high skilled technical school.

Many of the primary schools are boarding schools but quite a number of these students live at home and walk to and from school daily. Some come from five to ten miles away, and thus walk about four hours each day. Classes normally start at eight, but usually students arrive at seven to do the chores necessary. All schools except those in the larger cities maintain shambas or farms on which they produce fresh vegetables and fruits which are used in the meal programs. Many keep chickens for eggs and some keep cows and pigs. The students are responsible for minor maintenance such as cutting grass, washing classroom floors and maintaining the paths and roads around the school. Classes begin at eight and continue to four with a 15 minute break around ten for tea and a lunch break of one hour forty-five minutes from 12:15 to 2:00.

Usually after four, the students tend to the farm and animals and at least a couple days a week they have some type of afternoon activity such as marching or listening to lectures on nationalism by political leaders in the area. It is rare for the students to be excused before 6:00 p.m. The boarding students after dinner have a regularly scheduled study period from about 7:30 til 9 or 10. Many evenings are filled with practice for utamaduni (culture) club meetings, more lectures, and occasionally a movie brought in by government personnel or by an interested expatriate working in the area. Saturdays are a bit less strenuous. Classes end at one and then there is a baraza or assembly which sometimes can last three hours or more. Sunday is a free day, but naturally the crops and livestock must be tended. In spite of all this, the students seemed happy

and are always attentive and overly courteous at times. They have a great hunger for knowledge and with political awareness a strong desire to help their nation make it.

The students at the college finished classes at 1:30, but as stated before they have single lesson teaching practice (SLTP) at least one day a week. Their other afternoons are filled with marching political lectures, nation building projects and other mandatory activities. All students at the college, male and female, arise at 5 a.m. After 15 minutes of exercise, they run two miles, shades of the 82nd. Their instructors are National Service personnel which is like a branch of the military (UMT is the national policy). As they run they sing just as many of us have done during our military careers. Their two mile trek takes them past the homes of the tutors so many of us arose at 5:30 or 6 each morn. One song they sing goes like this, the D.I. calls out a name and the students answer "Chinja, chinja." Taking out my Swahili dictionary I found out it means slaughter or kill. The favorite phrases of the D.I.s were Banda, Vorster, and Mzungu (white man). This last one upset some of the expatriate teachers at the college. One day the ex-pats were discussing this. Having taken it to heart and worried about what might happen if the students began to put it into practice they asked me what I felt about it. I naturally replied, "I'm not worried a bit."

The college year was divided into two terms about 4½ months each. The first from February to mid June, the second from August to mid November. The students went home in between but the teachers usually taught graduate classes, especially those of us who were in short demand. We also visited primary and secondary schools to help them with their problems or joined in seminars set up to revise or write new curricula, books, and/or programs.

Bea and I have been able to get away occasionally. For 4-7 days we can drive into Dar and enjoy restaurants, movie houses, super-markets, and swimming in the Indian Ocean. On longer vacations we've travelled to Kenya and Uganda as well as other parts of Tanzania. Traveling around East Africa creates many different impressions. The land is so vast and so empty. Between large communities distances of 200 and 300 miles are not uncommon. Setting out in the morning you drive for miles past trees, bushes, and animals occasionally passing a small village.

There are great contrasts here. In the bigger cities and towns and more developed missions you find nearly all the conveniences and comforts of home including T.V. and something extra. Staying in Dar, Nairobi, Kampala and other populated centers can give a false impression of Africa. The two, traditional and modern, can be found side by side. A business suited gentleman hurries by followed leisurely by a young Masai warrior with his spear. A new car drives up and an African couple emerges, he dressed in traditional robes, she in a miniskirt.

We drove across the vast flat Serengetti Plain during the animals migration to green pastures. Animals from wall to wall: zebras, giraffes, impala, wildbeast, moving in huge herds. For 5 hours, we wove through animals like walking through Times Square on New Years's Eve.

One evening as we entered the camp where we would spend the night, we spotted a pride of lions dozing in the grass. Stopping an arm's length away, we took some photos. The click of the camera received a raised head and a flash of the eyes in our direction. The lions went back to resting. This type of behavior is common amongst the animals here. Man's presence doesn't upset them. Some resent it. In Queen Elizabeth Park, in Uganda, a large bull elephant tired of our following him. He wheeled about, flapped his ears, trumpeted and charged our car. We'd been told that this is a bluff. Just hold your ground, and they will stop and continue to move away. I put the car in gear and split.

We drove past the Mountains of the Moon to the Nile River to see it rush through a narrow gorge and drop over a 100 feet at Murchison's Falls. The boat travels up river to the foot of the falls bringing you close to the shore to give you a look at life on the banks. Huge crocodiles some over 15′ sun bathe. Some, their jaws opened wide, allow accommodating birds to pick their teeth. As you get too close, the crocs rise, scamper quickly to the edge, and splash into the water; ugly creatures! While hippopotami float in the water, buffalo graze on the shore. Elephants toss water over their shoulders in the Saturday evening bath ritual. Baboons troop by. Monkeys swing from branches. Birds fill the air.

East Africa is the place to see physical geography in the flesh. With its huge area encompassing many differences, it becomes a vast classroom. From morning until evening you can change climatic zones several times and enjoy the flora, fauna, and different cultures of each. Sitting on a veranda, sipping gin and tonic, you watch clouds form and precipitate and begin reforming. From the hot, dry, dusty, flat plains you look at the spectacular beauty of Kilomanjaro with its snow-capped peaks. A trip up its slopes is like walking through a travelogue.

So much I've seen and so much left to see. In two years I've reviewed past knowledge and added new ideas and understandings to my education about Africa. As I plan for the coming year, I think of Mombossa, Malirdi, Kilwa, Bagaroyo; Mt. Kenya and the Rift Valley; leopards, cheetahs, baboons, mountain apes; Kikuyu, Massai, Turkana. It would be nice to be able to sit down, drink a beer and watch T.V., but it will be so much nicer next year to be able to reminisce about East Africa during the commercials.

IN TRIPLICATE

by Helen Fountain '27

I'm a computer
computer
computer
a c
o
m
p
u
t
e
r
I'm a servant
a servant
a servant
to man
to man
to man
Tomorrow
tomorrow
tomorrow
I'll be his master
his master
his master
Tomorrow is now.

BELL—LESS ANGELUS

Assistant Professor of English

I shall enjoy this
Silence
now.
It is lovely.
Like a friend
I haven't seen in years
who comes one day
to repose himself
in comfort,
not fencing
air
with words—
loving,
loved—
my friend
my self
spaced in the endless universe
on the silver bright rim of silence—Quiet.

Dorothy L. Rudy

WHISPERS DESCENDING INTO SILENCE

Assistant Prof.
of English

WHY
do you crack my soul
with
Your Doubt?
I have
My Own.
And this
desolates enough.

D. L. Rudy

Cut Down in a Troubled Land

(Robert F. Kennedy)

While Fortune smiled and people cheered,
While workers knew their jobs well done,
While hopes were high for brighter days-
A shadow came.

In all the glory of his youth,
In all the strength of active frame,
In all the wisdom dearly bought-
A champion fell.

O cruel dark of human heart,
O harsh malfunction of a mind,
O hand that takes and cannot give-
Why should it be?

My country, find your way to love,
My country, find your way to peace,
My country, work and help and build-
Or we shall end.

E. Alma Flagg M.A. '43

WORLD DIMINISHED

(By the Death of Martin Luther King, Jr.)

A lesser world is all about us now,
A world that grieves because his voice is stilled,
Where good men rue the day they failed to act,
Where weak men pray for strength to do the right,
And Evil sits and gloats and licks his lips.

*

He led a people, stirred a nation's soul
While marching, writing, speaking of his dream;
He preached and ever spread the word of peace,
Nonviolent resistance to the power
That burdened blacks with segregation's weight.

*

He scaled the mountain, saw the promised land,
"America, the beautiful" he viewed,
Where justice, truth, and brotherhood prevail,
Where every life, the precious gift of God,
Is treasured, nurtured, helped to reach its peak.

*

To make his dream come true is left to us,
To bring the promised land to where we live,
To prove the ways of peace, indeed, are best.
Do! and, in spite of heavy hearts and tears,
Somewhere, believe it, he will know and smile.

—E. Alma Flagg M.A. '43



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